An Analysis on the Students' Errors in Pronouncing English Vowel

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Abstract

This present research is aimed at finding out the kinds of errors made by students in pronouncing English vowels and identifying the ones which often appear. The writers used test that implemented in reading text. Then, they analyzed the errors that the students made in their reading and calculated them using simple statistic formula. There were 20 students in this study. Those who became the sample were the students who have attended the subject of Pronunciation Practice in the previous year. The result shows that the students' pronunciations of English vowels were "good", according to criterion but they still made errors; some errors were finally revealed.

Keywords: Error analysis, English vowels, Pronunciation practices

INTRODUCTION

Pronunciation refers to the way of words or a language is spoken, or the manner in which people utter words. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. According to (Jones, 2003, p.5), a word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Many people learning English language often do not pay any attention to their pronunciation. Even worse, some of them underestimate it. They think that pronunciation is less important than grammar and vocabulary. In fact, in my opinion pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. Let's take a few examples: if someone pronouncing the words *fog* and *fox, sea* and *she, sick* and *six* with relatively no differences, in some cases can lead to a misunderstanding. Another example: when one pronounces the word *present* with stress in the first syllable, whereas she uses in the sentence *"I'd like to present"* is certainly incorrect and irritating (Nasr, 1980, p. 2).

Therefore, it has become more and more obvious that pronunciation cannot be underestimated. It must become one's priority while he/she is learning English. At least, the learners of English should give the same proportion of their attention to pronunciation as they do to grammar and vocabulary.

Pronunciation plays an important role in learning a second or a foreign language. Although students have English subject at school, most of them often make errors, for example: in listening, speaking, reading, and writing. The writers explained before that language has three major components i.e.: phonology, vocabulary, and grammar. Among these components, phonology takes an important role. Automatically, phonology is related to pronunciation. Therefore, the writers are interested in doing research about pronunciation, (especially about vowels).

The study about an analysis of students' errors in pronouncing English vowels was done by (Puspita, 2006, p. 4). The research was done in the eleventh grade students of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007. The purposes of the study were to find out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors happened/occurred.

In analyzing the data, error analysis was used in which there were four steps: transcribing the students' pronunciation into the phonetic transcriptions, grouping the students' errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis Finally, the result of the analysis showed that students were considered "Excellent" in pronouncing English vowels. There were five types of dominant errors. There are vowel [i:], [æ:], [a:], [u:], and vowel [o:].

In this research the writers wants to know about the kinds of errors made by third semester students of English Department of Faculty of Teacher Training and Education Ibn Khaldun University Bogor in the Academic Year 2012-2013 in pronouncing segmental sounds (especially vowels) because pronunciation is very important for them, and it will make it easier for them when they speak with foreigners.

Limitation of the Problem

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problem. The writers focused the study on analyzing the students' error in pronouncing English vowels. The writers wants to know about the kind of errors made by students of third semester in Pronouncing segmental sounds especially British vowels [i:], [e:], [I:], [u:], [o:], [ʌ:], [æ:], [ʊ:], [ɜ:], [ɛ:], [ə:], [ɔ:], [ɒ:], [ɑ:], because pronunciation is very important for them, it will help students recognize and pronounce English sounds, and it also helps students learn to differentiate between sounds that they might often confuse.

Based on the explanation above the writers would like to carry out a research entitled "An Analysis of Students Errors in Pronouncing English Vowel"(A case study of the third-semester students of English Department of Faculty of Teacher Training and Education Ibn Khaldun University Bogor in the Academic Year 2012-2013).

Purposes of the Study

Based on the problem statements above, the purposes of the study are:

1. To find out the kinds errors made by students in pronouncing English vowels.
2. To find out which one often appear of made by students in pronouncing English vowels.

RESEARCH METHODOLOGY

Method

In this research, the writers used field research. The writers used test that implemented in reading text. Then the writers analyzed the errors that the students made in their reading and calculated them using simple statistic formula. The data will be explained in description analysis. Then, the writers used book and other materials such as the data from internet which have topic related to this study that support to get a valid data.

Population and Sample

Population refers to the object of an investigation. Population is a set or collection of all elements possessing one or more attributes of interest (Arikunto, 2002, p. 8) the population is the third semester students of English Department of Faculty of Teacher Training and

Education Ibn Khaldun University Bogor in the Academic Year 2011-2012. Actually there are five class in the semester three (A, B, C, D and Evening class), but the writers decided to take the data from the classes A, B, C, and D. This was because there was a problem in scoring in the Evening class. The writers just took five students in the each class they are the students who got score (A, AB, B, BC, and C for in the pronunciation class). Therefore, there were 20 students in this study. Those who became the sample were the students who have attended the subject of Pronunciation Practice in the previous year.

Corpus: Source of Analysis

The writers gave reading text to the students, and then the writers analyzed the error using simple statistic formula. The genre of the text is report text because it is more interesting and easy to understand. There are three paragraphs in the text, and the writers asked them to read the complete text in order to maintain the integrity of the text, although the writers only take data from one paragraph (first paragraph). It was only the first paragraph which was used. It was due to that all of the vowel sounds that exist in English Language (Syamsuar, 2010) can be found it is suitable and enough to find out the error which is done by the students. And then data will be explained in description analysis. Test was used to get required data. This test was kind of pronunciation test and all their pronunciations were recorded. The instrument used by the writers in this final project consisted of reading text, a video recorder, and some blank cassettes, which are used to record the students' pronunciations.

The Procedure of Data Collecting

To collect the data, the writers used field resource. To get field research, the writers got in touch directly with the students of third semester. The writers gave reading text to the students to know how far the students are able to make good pronunciations vowels. Then, the writers used many books related to the research to support theoretical frame work.

The Procedure of Analysis Data

From the data found the writers like to find out the major error of students' pronouncing vowels by analyzing the data from reading text with conversation. The data were divided into four ways that is coding, organizing, counting and tabulating. Each number of questions was analyzed in a form of table; how many students made errors in each number tested in from of percentage

THEORETICAL FRAMEWORK

Error Analysis

As mentioned in previous explanation, in language learning process, the learners involve making mistakes and errors. The obstacles can be caused by many factors. Generally, the obstacles are caused by different system of the first language and the second language that is learned. In other words, the first language system will interfere the foreign language ability.

Brown stated:

> "The contrastive analysis hypotheses stressed the interfering effects of the first language on second language they are learning and claimed, in its strong form, that second language is primarily, if not exclusively a process of acquiring whatever items are different from the first language. (2001, p.168)".

Based on the quotation above, there is a difference of system between the first language and the foreign language that

becomes the main source of the learner's error.

The errors appeared in studying a foreign language can be said as something natural and common in foreign language learning process. Error analysis has become very important for the teacher, instructors and educators who want to help students become their trouble in avoiding of making errors (Brown, 1987).

According to (Brown, 1987), it can be found the result of evaluation as a solution to reduce or omit the learners' errors. Moreover, he stated that by observing, analyzing, and classifying the errors, the learners should take the result to be input in their English learning so that they get the better English. Contrastive analysis hypotheses stressed the interfering effects of the first language on second language they are learning and claimed, in its strong form, that second language is primarily, if not exclusively a process of acquiring whatever items are different from the first language. Brown stated that "the fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors (1987, p. 171)".

Teacher can apply the error analysis concept in their framework. Related to their students teacher can use it to identify, describe and classify errors that happen in class.

Ellis (in Tarigan and Tarigan 1988, p. 86) had claimed:

> "Error analysis is procedure which is usually used by researcher and language teacher which include collecting data, identification of errors which are available in the sample, explanation of errors which are available in the sample, explanation of errors, classification of errors based on their causes, and evaluation of error's degree (1988, p. 86)".

The Distinction between Error and Mistake

Error and mistake are familiar words but some people do not know the distinction between errors and mistake exactly. Some people cannot avoid problems in making mistakes because error and mistake are important aspect in a learning process. Gradually by making mistakes, he knows whether something is right or not (Puspita, 2006).

Brown (1981, p. 165) defines mistake as follows: "A mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly." On the other hand, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learners. Richards stated:

> "The error of performance will characteristically be unsystematic and the error of competence systematic." As Miller (1966) puts it, it would be useful therefore hereafter to refer to errors of performance as *mistake* reserving the term to refer to the systematic *errors* of the learners from which we are able to reconstruct his knowledge of the language to date (1974, p. 25)".

Based on the statements above, it can be concluded that error and mistake have different characteristics, i.e.: error: it takes place in the level of competence, it is significant in learning, and it is systematic or regular, meanwhile mistake: it does not take place in the level of competence, it is not significant in

learning and it is not systematic (Richards, 1974).

Steps of Errors Analysis

It is not easy to identify errors when they are in isolation of context, as a work procedure, errors analysis has certain step which is sometimes called methodology of errors analysis that tends to be relatively uniform. It can be seen from its comparison which has been proposed by Ellis as quoted by (Tarigan, 1988, p. 67) as follows:

1. According to (Sridhar, 2003, p. 267) "Collecting data, identification of errors, classification of errors, description of errors frequency, identification of difficulty/errors, and correlation of errors".
2. According to (Ellis, 2009, p. 57) "collecting sample of errors, identification of errors, description of errors, classification of errors, and evaluation of errors".

It is obvious that there are many things that can not be neglected by teachers, such medium, social context and speaker and hearer relationship, when we want to analyze and identify learner's errors. Besides, they also have to pay attention to steps of errors analysis or analysis methodology.

(Tarigan, 1987, p. 71) proposed steps of error analysis as follow:

1. Collecting data: errors made by the learners in the form test result, composition and conversation
2. Identification and classification of errors: to identify and classify of errors based on language categories.
3. Grading errors: to rank errors, causes of errors and to give the right instance.
4. Description of errors: to describe errors position, causes of errors, and to give the right instance.
5. Prediction of language element: to predict language element errors which appear frequently.
6. Correction of errors: to correct and to omit errors through sentences arranged rightly, a good text book and a good technique.

English Pronunciation

We cannot pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound (Sharon Goldstein, 1990).

Speech Sounds: vowel

(Fromkin and Rodman, 1998, p. 4) stated that "knowing a language means knowing which sounds are in that language and which ones are not". For example, English-speaking people (in this ariticle, *English* refers to *British English*) pronounce *think* as [θIŋk]. Meanwhile, according to (Syamsuar, 2010) when speaking English, some Indonesian speakers tend to substitute the initial sound of the utterance [θIŋk] with [t], so it is pronounced as [tIŋk]; even the final sound is often deleted, so it is pronounced as [tIŋ]. The phenomenon of substitution above is caused by the fact that [θ] does not belong to the sound system of Indonesian, so Indonesian speakers tend to substitute it to the one belonging to the sound system of Indonesian which sounds similar to [θ], i.e. [t] explains furthermore, the phenomenon of final-sound deletion above seems to be related to the rule of sound patterns of Indonesian which does not allow two consonant sounds occur after a vowel in the final position of a syllable

As quoted by (Mathews, 1997), vowels with a narrow posture of the tongue

have often been described as tense vowels and vowels with a broad or wide posture of the tongue described as lax vowels. Concerning more with the position of the tongue, (Matthews, 1997, p. 57) points out that "vowels which are produced with the body of the tongue close to the roof of the mouth are called as close/high vowels; and the ones which are produced with the position of the body of the tongue getting farther from the roof of the mouth are called mid vowels and open/low vowels".

In the table below, some vowel sounds representatively exemplify the descriptions of how vowel sounds are produced above. There are the distributions of vowels as stated by Syamsuar (2010, p.33).

Table 1.
Vowel Sounds

	Front		**Central**		**Back**	
	tense	**lax**	**tense**	**lax**	**tense**	**lax**
Close/High	I	ɪ			u	ʊ
Mid	E	ɛ	ɜ	ə	o	ɔ
Open/Low		æ		ʌ	ɑ	ɒ

Vowel Phonemes

Syamsuar describes the distribution of phonemes in English as follow:

- **[i] vs. [I]**

  In English, the two sounds are assigned to different phonemes; the contrast can be seen in the following set of minimal pairs:

sheep	[ʃi:p]	vs.	ship	[ʃIp]
bean	[bi:n]	vs.	bin	[bIn]
eat	[i:t]	vs.	it	[It]

- **[e] vs. [æ]**

  In English, the two sounds are assigned to different phonemes; the contrast can be seen in the following set of minimal pairs:

men	[men]	vs.	man	[mæn]
said	[sed]	vs.	sad	[sæd]
beg	[beg]	vs.	bag	[bæg]

- **[ɑ] vs. [Λ]**

  In English, the two sounds are assigned to different phonemes; the contrast can be seen in the following set of minimal pairs:

carp	[kɑ:p]	vs.	cup	[kΛp]
heart	[hɑ:t]	vs.	hut	[hΛt]
barn	[bɑ:n]	vs.	bun	[bΛn]

- **[ɒ] vs. [ɔ]**

In English, the two sounds are assigned to different phonemes; the contrast can be seen in the following set of minimal pairs:

cod	[kɒd]	vs.	cord	[kɔ:d]
cot	[kɒt]	vs.	caught	[kɔ:t]
pot	[pɒt]	vs.	port	[pɔ:t]

- **[u] vs [ʊ]**

In English, the two sounds are assigned to different phonemes; the contrast can be seen in the following set of minimal pairs:

pull	[pʊl]	vs.	pool	[pu:l]
full	[fʊl]	vs.	fool	[fu:l]

- **[ɜ] vs. [ə]**

In English**,** tense mid-central vowel **[**ɜ] is assigned to a phoneme; this phoneme distinguished from other phonemes is shown in the following minimal pairs:

distinguished from [ɔ:] in:	warm	[wɔ:m]	vs.	worm	[wɜ:m]
distinguished from [**ʌ**] in:	shut	[ʃ**ʌ**t]	vs.	shirt	[ʃɜ:t]
distinguished from [e] in:	ten	[ten]	vs.	turn	[tɜ:n]

Meanwhile, in English, lax mid-central vowel [ə]**,** which is often called as *schwa*, is never assigned as a phoneme. Instead, it is concluded as an allophone of all English vowel phonemes. Fromkin and Rodman, as quoted by (Syamsuar, 2010) draw the conclusion based on the fact that English morphophonemic rule assigns that vowel sounds are changed to [ə] when they are unstressed. In other words, when a vowel is unstressed in English, it is pronounced as [ə], which is a reduced vowel.

FINDINGS AND DISCUSSIONS

Findings

After the students' errors in pronouncing English vowels had been grouped into separate division, the writers employed the percentage of each kind of vowels errors. The writers used the descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. The next step is counting. The writers employed the percentage descriptive analysis to count all errors by using simple formula as follow:

$$\mathbf{X1} = \frac{\sum \mathbf{Er}}{\sum \mathbf{w}} \mathbf{x\ 100\ \%}$$

where :X1 = The percentage of vowels errors

Er = Various kinds of vowel errors

w = vowel errors

∑ = the sum of

Table 2

Pronunciations	Number	Percentage
Correct	183	65.35 %
Incorrect	97	34.65%
Total	280	100%

After performing the computation using the formula above, the result was arranged in a table. The table above showed that the students' errors in various degrees of percentage are 34.65%. From the table, we have not been able to find the percentage of error each vowel. To find it, we need error analysis. Error analysis gives a description to discover the type of difficulties encountered by the students. It also gives a valuable contribution to the teachers and students.

To carry out the error analysis, the writers used the so-called preselected category approach based on a set of preconceptions about the learners' most common problem.

Result of the computation shows that there are five vowels whose degrees most dominant frequency of error more than 60% were in pronouncing the words containing are /i:/, frequency errors are 17, they are S1 pronounced the word as /kreatʃər/, S2 pronounced the word as /krɛtʃur/, S3 pronounced the word as /kreatʃər/, S4 pronounced the word as /kreatʃər/, S5 pronounced the word as /kreatʃər/, S6 pronounced the word as /krɛtʃur/, S7 pronounced the word as /kreatʃər/, S9 pronounced the word as /krɛtʃur/, S11 pronounced the word as /krɛtʃur/, S13 pronounced the word as /kreatʃər/, S14 pronounced the word as /kreatʃər/, S15 pronounced the word as /krɛtʃur/, S16 pronounced the word as /kreatʃər/, S17 pronounced the word as /kreatʃər/, S18 pronounced the word as /krɛtʃur, S19 pronounced the word as /kreatʃər/ and S20 pronounced the word as /krɛtʃur/. They made errors in pronounced the word "creatures" they was pronounced as (/kreaʃər:/) or (/krɛtʃur), they have difficulties to differentiate /i:/ and they tended to pronounce vowel as /ae:/ or /ɛ:/.

And then /ʊ:/, frequency of errors are 13, they are S1, S2, S5, S6, S11, S12, S13, S14, and S16. All of them made error in pronounced the word "group" as /grup/ they are difficulties to differentiate (ʊ) and they tended to pronounced vowel as /u/.

/ɛ:/, frequency of errors are 13, they are S1 pronounced the word as /ðeIr/, S2 pronounced the word as /ðeIr/, S3 pronounced the word as /ðeIr/, S6 pronounced the word as /ðeir/, S7 pronounced the word as /ðeir/, S8 pronounced the word as /ðeIr/, S14 pronounced the word as /ðeir/, S17 pronounced the word as /ðeir/, and S19 pronounced the word as /ðeir/. They made error in pronounced the word "Their" as /ðeIr/ or /ðeir/ they are difficulties to differentiate (ɛ), and they tended to pronounced vowel as (I) or (i).

/ɜ:/, frequency of errors are 18, it was the most dominant vowel of errors are made by students. They made error in pronounced the word "Worm" /wɜ:m/. They were pronouncing as /wo:m/. They found difficulty to differentiate (ɜ) and (o), and they tended to pronounced vowels as (o).

Whereas, there are nine vowels whose degrees less dominant frequency of error less than (<60) were in

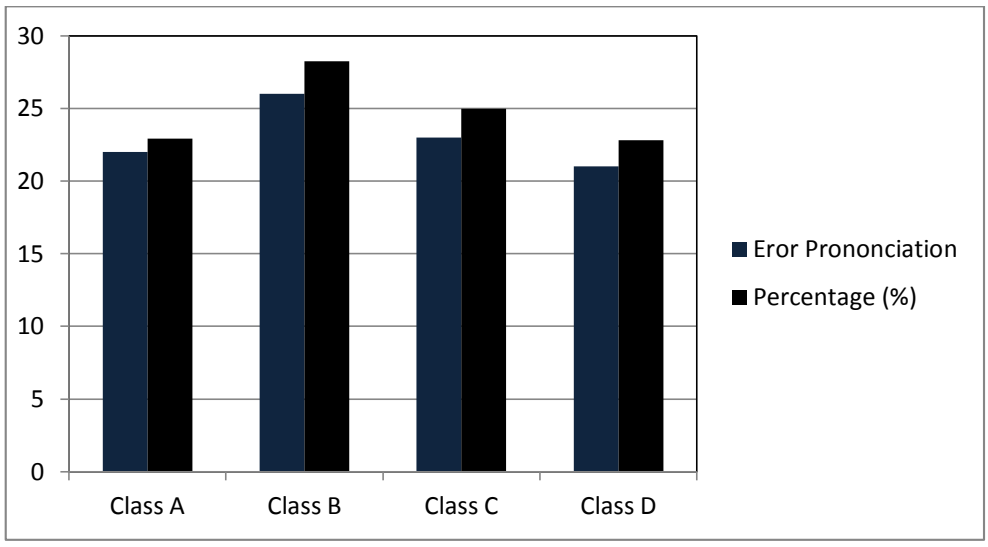
pronouncing the words containing are (I:), frequency of errors are 3, they could pronounced the word "belong" most of them could pronounced as /bIlɒŋ /, they were understood phonetic transcription of the word and pronouncing. /u:/, only one students made error in pronounced the word "to", most of them could pronounced the word correctly and they could differentiate phonetic transcription and to pronounce it. /ʌ:/, only one students made error in pronounced the word "but", most of them could pronounced the word /bʌt/ correctly and they could differentiate phonetic transcription and to pronounce it well. /ɔ:/, there are two students made error in pronounced "from" as /frɔm/ , most of them could pronounced the word correctly and they could differentiate phonetic transcription and to pronounce it well. /e:/, only one students made error in pronounced the word "help", most of them could pronounced the word correctly and they could differentiate phonetic transcription and to pronounce it well. /ɒ:/, there are two students made error in pronounced "not", most of them could pronounced the word correctly and they could differentiate phonetic transcription and to pronounce it well. /ə:/, it those frequency of errors are 7, the less dominant of errors the word "covered". They made errors in pronounced the word as /koverəd/ or /kovrəd/, it should be /kʌvərəd/. /a:/, frequency of errors are 6, the less dominant of errors the word "hard". They made errors in pronounced the word as /hɒ:d/. The last is /o:/, frequency of errors are 4, the students made errors in pronounced "glossy", they pronounced as /glɑsi/ or /glɔsi/.

The writers also made a classified table to show which class most dominance in error pronunciation especially in the third semester of Faculty of Teachers Training and Education of Ibn Khaldun University Bogor. Below are the results of the students' pronunciation.

The writers also want to find out the dominance errors class in pronouncing English vowel, so the writers made the table below:

Table 3
The Result of dominance errors in pronounced English vowels

No	Class	Error pronunciation	Percentage
1	A	23	23.92%
2	B	27	28.26%
3	C	24	25%
4	D	23	22.82%
Total		**97**	**100%**



From the graphic above the writers can summarize that the dominance errors in pronouncing English vowels were often made by Class B and according to criterion above, the student's pronunciations of English vowels were considered "good". However, students and teachers must pay attention to the pronunciation of English vowels because they were some students who still made errors in pronouncing /i:/, /ʊ:/, /ɛ:/, /æ:/, and /ɜ:/. The students' major errors were in pronouncing /ɜ:/. They tended to pronounce vowel / ɜ: / into /o/, /ɛ/. And they had difficulties because lack of knowledge of correct pronunciations.

Discussions

20 students pronounced 280 words, all the students made errors for only 97 words or 34.65% the percentage of error. To know whether the students' pronunciation in English vowels are excellent or good or fair or even poor, we must see the categories below based on (Best's, 198).

Categories	Number of Mistake in Percentage
Excellent	0% - 25%
Good	26% - 50%
Fair	51% - 75%
Poor	76% - 100%

Based on tendency above, the writers can conclude why these errors happened:

1. The students lack of knowledge of correct pronunciations' of English words. For example, the incorrect pronunciation of the word "worm". Most of the students did not know the correct pronunciation is /wɜ:m/.
2. The students tend to pronounce a word the way it is spelled.
3. The students are unable to recognize the word.
4. The students find it difficult to pronounce these new sounds as they are not familiar to pronounce such sound when they were child cause mother tongue of language.
5. The students tend to pronounced word in Indonesian language such

as “group”, they pronounced the word as grup, it should be /grʊp/.

CONCLUSION AND SUGGESTION

Conclusion

The study is aimed at finding out the kinds of errors made by students of Third semester of Faculty of Teachers Training and Education Ibn Khaldun University Bogor in the Academic year 2011-2012 in Pronouncing English Vowel.

The students Pronunciations of English vowels were “good”, according to criterion but they still made errors. The total percentage various errors in pronouncing English vowels was 34.65%. Firstly, /ɜ:/, the most dominant errors of vowel /i:/frequency of errors are 18. They made error in pronounced the word “worm” /wɜ:m/. They were pronouncing as /wo:m/. They found difficulties to differentiate (ɜ) and they tended to pronounced vowels as (o). Secondly /i:/, frequency of errors are 17, they made errors in pronounced the word “creatures” they pronounced as (/krɪtu:/) or (krætur/), they had difficulties to differentiate /i:/ and they tended to pronounce vowel as /I:/ or /æ:/. Thirdly, /ʊ:/, frequency of errors are 13, they made error in pronounced the word “group” as /grup/ they found difficulties to differentiate (ʊ) and they tended to pronounced vowel as /u/. Fourth /ɛ:/, frequency of errors are 13, they made error in pronounced the word “their” as /ðeIr/ or /ðeir they found difficulties to differentiate (ɛ) and they tended to pronounced vowel as (e). The last is /æ:/, frequency of errors are 13, they made error in pronounced the word “have” as /Hev/ or /Hɛv/ they found difficulties to differentiate (æ) and they tended to pronounced vowel as (e).

Whereas, there are nine vowels whose degrees less dominant frequency of error less than (<60) were in pronouncing the words containing are (I:), frequency of errors are 3, they could pronounced the word “belong“ most of them could pronounced as /bIlɒŋ /, they were understood phonetic transcription of the word and pronouncing. /u:/, only one students made error in pronounced the word “to”, most of them could pronounced the word correctly and they could differentiate phonetic transcription and to pronounce it. Besides that there are some vowels frequency of errors are; /ʌ:/, only one students made error in pronounced the word “but”. /ɔ:/, there are two students made error in pronounced “from” . /e:/, only one students made error in pronounced the word “help”. /ɒ:/, there are two students made error in pronounced “not”. /ə:/, frequency of errors are 7, the less dominant of errors the word “covered. /a:/, it those frequency of errors are 6, the less dominant of errors the word “hard”. And the last is /o:/, frequency of errors are 4, the students made errors in pronounced “glossy”, they pronounced as /glɑsi/ or /glɔsi/.

Suggestions

The result of the analysis of this study shows that the Third semester of Faculty of Teachers Training and Education Ibn Khaldun University Bogor in the Academic year 2012-2013 has a “ good” level in pronouncing English vowel, although there were some students who made errors. Based on the result of the study, the writers would like to give some suggestion which hopefully will give valuable and useful contribution to the teacher and students in English pronunciations, especially in pronouncing English vowels.

Teacher should:

a. Give more chance to practice in Speaking English to their students in order to make them more fluent in speaking.
b. Give more drill and practice to the students' in pronouncing English vowels.
c. Selecting pronunciation materials to improve their students' ability in pronouncing English vowels

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