CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains about the result of observation to know the situation of the class, the result of reading test to know the kind of vowels commonly pronounced incorrectly by students and to know the cause of students' errors in pronouncing vowels. Then finally at the end of this chapter the researcher discusses the findings of the data.

A. Research Findings

1. Description and Interpretation of Errors of the Learner's Pronunciation

The data of this study are the pronunciation errors made by second year students gained by using pronunciation test. The data are from the words that students uttered. This test is used to reveal the sound production. The data analyzed in this study are those features that we pronounced incorrectly. Every incorrect pronunciation would be characterized and would be grouped into table distribution of error. The correct pronunciation was taken from Oxford Advanced Learner's Dictionary of Current English by Hornby.

a. Errors in pronouncing short vowels

According to the research, the researcher found some errors made by the second year students of SMP N 2 Menganti, Gresik in pronouncing English short vowels.

For clear information, below are the table distributions of errors with each description.

Table 4.1

Substitution errors of short vowel [I]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Become	/bɪˈkʌm/	/beˈkɒm/	e	2	6,67%
2.	Beginning	/bɪˈgɪn.ɪŋ/	/bɪˈgaɪn.ɪŋ/	aɪ	1	3,33%
			/beˈgɪn.ɪŋ/	e	6	16,67%
			/bɪˈgen.ɪŋ/	e	3	10%
3.	Milking	/ˈmɪl.kiŋ/	/melkiŋ/	e	3	10%
4.	Himself	/hɪmˈself/	/haɪmˈself/	aɪ	3	10%
			/hemˈself/	e	1	3,33%

Table 4.1 shows the errors made by the students of SMP N 2 Menganti in pronouncing vowel [I]. The problem needed more attention is when the students pronouncing the word which has more than two syllables such as in words "beginning". From the table, we can see students found difficulties in pronouncing vowel [I] formed the onset of the first syllable in word beginning. 16,67 % of the population or in other word 6 students pronounce it with /beˈgɪn.ɪŋ/ for /bɪˈgɪn.ɪŋ/. Like the

word "beginning", word "milking" also has vowel [I] which is position as onset of the first syllable. The percentage of the population that made this error is 10 %. They tend to pronounce it /mel̲kiŋ/ than /ˈmɪl.kiŋ/.

Table 4.2

Substitution errors of short vowel [ə]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Among	/əˈmʌŋ/	/e̲ˈmʌŋ/	e	1	3,33%
			/ʌ̲ˈmɒŋ/	ʌ	2	6,67%
2.	Breakfast	/ˈbrek.fəst/	/ˈbrek.fe̲st/	e	4	13,33%

The problem faced by the students in pronouncing vowel [ə] was when they pronounced /ˈbrek.fəst/. The vowel placed in second syllable was substituted by [e]. They pronounced /ˈbrek.fəst/ with /ˈbrek.fe̲st/. Another problem faced by students in pronouncing short vowel [ə] is how to produce the vowel placed in the first of the sound syllable in word "among." Short vowel [ə] which placed in the first substituted by sound [e] and [ʌ]. The errors in pronouncing the sort vowel [ə] is presented in the table 4.2.

Table 4.3

Substitution errors of short vowel [ʌ]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ	12	40%
			/beˈkɒm/	ɒ	2	6,67%
2.	Among	/əˈmʌŋ/	/ʌˈmɒŋ/	ɒ	2	6,67%
3.	Does	/dʌz/	/dʊz/	ʊ	1	3,33%
			/dɒz/	ɒ	3	10%

Many students of SMP N 2 Menganti made errors in pronouncing vowels [ʌ] especially in pronouncing word "become" with highest percentage 40% . The word become has two syllables which is vowel [ʌ] placed in second syllable of the word. Meanwhile, both of "does" has only one syllable where the vowel [ʌ] is placed in the middle as nucleus of the syllable. The student pronounced /bɪˈkɒm/ for /bɪˈkʌm/, /dɒz/ for /dʌz/. The other errors made by the students are the substitution of short vowel [ʌ] in /əˈmʌŋ/ with /ɒ/, /əˈmʌŋ/ with percentage about 6,67%.

Table 4.4

Substitution errors of short vowel [ɒ]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Crop	/krɒp/	/krǝup/	ǝʊ	1	3,33%
			/krɔːp/	ɔː	3	10%
			/crup/	ʊ	5	16,67%
			/krup/	ʊ	1	3,33%
2.	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stuk/	ʊ	5	16,67%
			/ˈlaɪv.stuk/	ʊ	7	23,33%

Table 4.4 shows that the writer found in her research that the student's of SMP N 2 Menganti faced difficulties in pronouncing short vowel [ɒ] placed in the second syllable on the word "livestock". They substituted the vowel [ɒ] with [ʊ] in clear they pronounce it with /ˈlaɪv.stuk/ for /ˈlaɪv.stɒk/. The average of the students made those errors was about 23,33%. Another errors the students made are the substitution of short vowel [ɒ] in /krɒp/ by [ǝʊ] with percentage

about 3,33%, by [ɔː] about 10% by [ʊ] 16,67%, and by [ʊ] again about 3,33%.

Table 4.5

Substitution errors of short vowel [æ]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Planting	/ˈplæn.t̬ɪŋ/	/plʌn.tɪŋ/	ʌ	2	6,67%

Form the result of the test; in table 4.5 the researcher found that there was no word pronounced correctly by the entire amount of sample, although it was just in small percentage. Students commonly adopted the Indonesian pronunciation in pronouncing English. It could be heard form the way they pronounced "planting". About 6,67% of students, pronounced it with /plʌn.tɪŋ/ for /ˈplæn.t̬ɪŋ/. According to the result (see on table 4.5), the writer found that students faced difficulties in pronouncing short vowel [æ] placed in the first syllable forming as nucleus. This problem could be understood because in Indonesian there is no [æ] vowel like as in English pronunciation.

Table 4.6

Substitution errors of short vowel [e]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Fresh	/freʃ/	/freɪʃ/	eɪ	2	6,67%
2.	Ready	/'red.i/	/'rɪd.i/	ɪ	13	43,33%
			/'reɪd.i/	eɪ	2	6,67%
			/'rəd.i/	ə	1	3,33%
			/'read.i/	ea	2	6,67%
3.	Himself	/hɪm'self/	/hɪm'səlf/	ə	1	3,33%

Table 4.6 shows that the writer found in her research that the student's of SMP N 2 Menganti faced difficulties in pronouncing short vowel [e] placed in the first syllable on the word "ready". They substituted the vowel [e] with [ɪ] in clear they pronounce it with /'rɪd.i/ for /'red.i/. The average of the students made those errors was about 43,33%. It is shows that almost half of the amount of the students made those errors. Another errors the students made are the substitution of short vowel [e] in /'red.i/ by [eɪ] with percentage about 6,67%, by [ə] about 3,33% , and by [ea] 6,67%.

b. Errors in pronouncing Long vowels

According to the research, the researcher found some errors made by the second year students of SMP N 2 Menganti, Gresik in pronouncing English long vowels. For clear information, below are the table distributions of errors with each description.

Table 4.7

Substitution errors of long vowel [ɜː]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Work	/wɜːk/	/wɒk/	ɒ	21	70%
			/wɔːk/	ɔː	5	16,67%
2.	Early	/ˈɜː.li/	/ˈɪə(r).li/	ɪə	1	3,33%
			/ˈə(r).li/	ə	9	30%
			/ˈɪ(r).li/	ɪ	2	6,67%

Serious problem also faced by student in pronouncing long vowel [ɜː]. The higher happened when they were pronouncing long vowel [ɜː] in word "work". For about 70% of the number of population tends to pronounce it by substituting the vowel with short vowel [ɒ], 30% of

sample pronounced /'ɜː.li/ with /'ǝ(r).li/, and 3,33% of sample also

pronounced /'ɜː.li/ with /'ɪǝ(r).li/, and 6,67% of sample pronounced /'ɜː.li/

with /'ɪ(r).li/.

Table 4.8

Substitution errors of long vowel [ɔː]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Outdoor	/'aʊt͵dɔː r /	/'aʊt͵dɒr/	ɒ	4	13,33%

According to the research, the researcher found that students

faced difficulties especially in pronouncing long vowel [ɔː] placed in the

middle of second syllable in word "outdoor". 13.33% of the sample

pronounced /'aʊt͵dɒr/ for /'aʊt͵dɔː r /. See on table 4.8.

Table 4.9

Substitution errors of long vowel [uː]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Usually	/'juː.ʒu.ǝ.li/	/ʊsu.ʌ.li/	ʊ	4	13,33%
2.	Noon	/nuːn/	/nʌn/	ʌ	1	3,33%
3.	Duties	/'djuː.tiz/	/'daɪ.tiz/	aɪ	2	6,67%
			/'dʊ.tiz/	ʊ	13	43,33%

			/'dʌ.tiz/	ʌ	12	40%
			/'de.tiŋ/	e	1	3,33%

Table 4.9 shows that, mostly the student made error in pronouncing in vowel [u:] which is placed on the first of the syllable like in word "duties". The student, for about 43,33% substituted with short vowel [ʊ], 40% substituted with short vowel [ʌ], 6,67% substituted with diphthong /aɪ/ and 3,33% substituted with shot vowel /e/. For the other errors see at the table 4.9.

Table 4.10

Substitution errors of long vowel [i:]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Season	/'siː.zn/	/'sezn/	e	2	6,67%
2.	Field	/fi:ld/	/feld/	e	6	20%
			/fɪl/	ɪ	1	3,33%
			/feɪl/	eɪ	1	3,33%
			/faɪld/	aɪ	5	16,67%

Table 4.10 shows that the writer found in her research that the student's of SMP N 2 Menganti faced difficulties in long vowel [i:] on the word "season". They substituted long vowel [i:] with [e]. They pronounce it with /'sɛzn/ for /'siː.zn/. The average of the students made those errors was about 6,67%. Another errors the students made are the substitution of long vowel [i:] in /fiːld/ by [e] with percentage about 20%, by [ɪ] about 3,33% by [eɪ] 3,33%, and by [aɪ] about 16,67%.

Table 4.11

Substitution errors of long vowel [ɑː]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Harvest	/'hɑː.vɪst/	/'hʌr.vəst/	ʌ	10	33,33%
			/'hʌr.vest/	ʌ	16	53,33%
2.	Barn	/bɑːn/	/bʌn/	ʌ	10	33,33%
			/bɛn/	e	2	6,67%
3.	Hard	/hɑːd/	/hʌd/	ʌ	1	3,33%
			/hɛd/	e	3	10%

The researcher found the higher percentage of students that made error in pronouncing long vowel [ɑː] in pronouncing /'hʌr.vest/for word

"harvest", that was for about 86,66% substituted it with [Λ]. Second higher percentage or error did by students when they were pronouncing word "barn". For about 33,33% long vowel [ɑ:] in word "barn" substituted by [Λ], 6,67% substituted by [e].

c. **Errors in pronouncing diphthongs**

Diphthong is a single vowel sounds that begin in one vowel position and end in another vowel or in a glide position. The following are the errors in pronouncing diphthong made by the student of SMP N 2 Menganti that the writer found in the research.

Table 4.12

Substitution errors of diphthong [aɪ]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Time	/taɪm/	/tem/	e	1	6,67%
2.	Rice	/raɪs/	/rɪs/	ɪ	3	10%
3.	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stʊk/	ɪ	5	16,67%
			/ˈlev.stɒk/	e	3	10%
			/ˈlɪve.stɒk/	ɪ	11	36,67%
			/ˈlɪv.stɒk/	ɪ	2	6,67%

Errors in pronouncing diphthongs are the common problem when students spoke English because there was no diphthongs whether in Javanese or in Indonesian. Here, the researcher founds that students of SMP N 2 Menganti mostly made error when they have to pronounce diphthongs [aɪ] with short vowel /ɪ/. It was proved with the many students, for about 36,67% that pronounced /ˈlaɪv.stɒk/ with /ˈlɪve.stɒk/. the researcher also found that students faced difficulties in pronouncing diphthong [aɪ] in word" rice", diphthong [aɪ] placed in the first syllable in word "time", students on the average substituted short vowel [ɪ] for diphthong [aɪ]

Table 4.13

Substitution errors of diphthong [eɪ]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Rainy	/ˈreɪ.ni/	/raɪni/	aɪ	14	46,67%
			/reni/	e	5	16,67%
			/rɪni/	ɪ	3	10%
			/reɪn/	eɪ	2	6,67%
2.	Make	/meɪk/	/mʌk/	ʌ	4	13,33%

Errors in pronouncing diphthong always happened when some one learning speak English because they have different background of language. The errors in pronouncing diphthong are described in table 4. 13. This is also happened on English learners at SMP N 2 Menganti. The writer was found that 46,67% of the number of sample substitute diphthong [eɪ] with [aɪ] when pronouncing /ˈreɪ.ni/, 16,67% sample substituted with /e/. 13,33% of the number of sample substituted diphthong [eɪ] with [ʌ] when pronouncing /meɪk/. In pronouncing this word, the errors that made are varieties. There some students substituted it with vowel [e], [ɪ] ,[ʌ], or [aɪ].

Table 4.14

Substitution errors of diphthong [ʊə]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	During	/ˈdjʊə.rɪŋ/	/ˈdu̲.rɪŋ/	ʊ	10	33,33%
			/ˈdʌ̲.rɪŋ/	ʌ	16	53,33%

Table 4.14 shows that in pronouncing word "during", most of the students made error in pronouncing diphthong [ʊə]. Diphthong [ʊə] in word "during" placed on the first syllable. 53,33% of the students diphthong [ʊə] with short vowel /ʌ/. They pronounce /ˈdjʊə.rɪŋ/ with /ˈdʌ̲.rɪŋ/. This errors has higher frequency than other error that the

students substitutes [ʊə] with short vowel /ʊ/ in pronouncing the diphthong. The percentage of this error reaches 33,33%."

Table 4.15

Substitution errors of diphthong [aʊ]

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percent age
1.	Plough	/plaʊ/	/plɒʊg/	ɒʊ	1	3,33%
			/plɒg/	ɒ	28	93,33%
2.	Cow	/kaʊ/	/kɒʊ/	ɒʊ	5	16,67%
			/cɒʊ/	ɒʊ	3	10%

The other problem faced by students, which also needed attention, is how to produce diphthong [aʊ]. For about 93,33% student of SMP N 2 Menganti substituted diphthong [aʊ] with / ɒ / when they pronounced word "plough".

Most of them pronounced it with /plɒg/ than /plaʊ/. Problem in pronouncing diphthong was also faced when students pronouncing word "cow". For about 16,67% of student' substituted diphthong [aʊ], which placed in first syllable with [ɒʊ]. Another error in pronouncing diphthong [aʊ], can be seen at table 4.15.

Table 4.16

Substitution errors of diphthong [ɪə]

No.	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Year	/jɪə(r)/	/jeʌ(r)/	eʌ	2	6,67%
			/jə(r)/	ə	4	13,33%

The sound of diphthong [ɪə] could not be pronounced well by the students of SMP N 2 Menganti. It is provide with the number of error that reached 13,33% where they are pronouncing /jɪə(r)/ with substituting diphthong [ɪə] with [ə]. The other substitute diphthong [ɪə] with [eʌ] for about 6,67% of the sample. They pronounce /jɪə(r)/ with /jeʌ(r)/

2. Description and Interpretation of The Sources of The Learner's Pronunciation Errors

As stated in the previous chapter, the second objective of this study was to find out the possible sources of the young learner's pronunciation errors. Here, the researcher tried to compare between the students English pronunciation and students first language, in this case is Javanese. The researcher found six kinds of errors; they were pronouncing English word as written, error of substituting short vowels for long vowels, error substituting long vowel for short vowel, vowels for diphthong, overgeneralization and spelling rule confusion. The data about

error of substituting vowels could be seen at table 4.1 up to 4.16. Below is

the other data about the sources of students' pronunciation on vowels.

Table 4.17

Pronouncing English word as written.

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Rainy	/ˈreɪ.ni/	/raɪni/	aɪ	14	46,67%
2.	Year	/jɪə(r)/	/jeʌ(r)/	eʌ	2	6,67%
3.	Planting	/ˈplæn.t̬ɪŋ/	/plʌn.tɪŋ/	ʌ	2	6,67%
4.	During	/ˈdjʊə.rɪŋ/	/ˈdu.rɪŋ/	ʊ	10	33,33%
5.	Ready	/ˈred.i/	/ˈread.i/	ea	2	6,67%
6.	Harvest	/ˈhɑː.vɪst/	/ˈhʌr.vest/	ʌ	16	53,33%
			/ˈhʌr.vəst/	ʌ	10	33,33%
7.	Plough	/plaʊ/	/plɒug/	ɒʊ	1	3,33%
8.	Beginning	/bɪˈɡɪn.ɪŋ/	/beˈɡɪn.ɪŋ/	e	6	16,67%
9.	Usually	/ˈjuː.ʒu.ə.li/	/usu.ʌ.li/	ʊ	4	13,33%
10.	Cow	/kaʊ/	/cɒʊ/	ɒʊ	3	10%
11.	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stɒk/	ɪ	11	36,67%
12.	Barn	/bɑːn/	/bʌn/	ʌ	10	33,33%
13.	Among	/əˈmʌŋ/	/ʌˈmɒŋ/	ɒ	2	6,67%
14.	Duties	/ˈdjuː.tiz/	/ˈdu.tiz/	ʊ	13	43,33%

15.	Hard	/hɑːd/	/hʌd/	ʌ	1	3,33%
16.	Make	/meɪk/	/mʌk/	ʌ	4	13,33%

Table 4.17 showed the learners pronounced English as written. The learners' first language may affect those errors. It means that the learner's native language influenced the process of mastery of the language. I.e. the students said "Harvest" with /ˈhʌr.vest/ instead of /ˈhɑː.vɪst/ because of in the Javanese sound, there is no long vowel like vowel [ɑː]. Therefore, they tend to pronounce with sound [ʌ].

Table 4.18

Overgeneralization

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Rainy	/ˈreɪ.ni/	/rɛni/	e	5	16,67%
			/rɪni/	ɪ	3	10%
2.	Year	/jɪə(r)/	/jə(r)/	ə	4	13,33%
3.	Field	/fiːld/	/fɛld/	e	6	20%
			/fɪl/	ɪ	1	3,33%
4.	Become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ	12	40%
			/beˈkɒm/	ɒ	2	6,67%

5.	During	/ˈdjʊə.rɪŋ/	/ˈd<u>ʌ</u>.rɪŋ/	ʌ	16	53,33%
6.	Ready	/ˈred.i/	/ˈr<u>ɪ</u>d.i/	ɪ	13	43,33%
			/ˈr<u>eɪ</u>d.i/	eɪ	2	6,67%
			/ˈr<u>ə</u>d.i/	ə	1	3,33%
7.	Crop	/krɒp/	/kr<u>ɔː</u>p/	ɔː	3	10%
			/cr<u>ʊ</u>p/	ʊ	5	16,67%
			/kr<u>ʊ</u>p/	ʊ	1	3,33%
8.	Plough	/plaʊ/	/pl<u>ɒ</u>g/	ɒ	28	93,33%
9.	Work	/wɜːk/	/w<u>ɒ</u>k/	ɒ	21	70%
			/w<u>ɔː</u>k/	ɔː	5	16,67%
10.	Early	/ˈɜː.li/	/ˈ<u>ə</u>(r).li/	ə	9	30%
			/ˈ<u>ɪ</u>(r).li/	ɪ	2	6,67%
11.	Cow	/kaʊ/	/k<u>ɒʊ</u>/	ɒʊ	5	16,67%
12.	Noon	/nuːn/	/n<u>ʌ</u>n/	ʌ	1	3,33%
13.	Livestock	/ˈlaɪv.stɒk/	/ˈl<u>ɪ</u>v.stɒk/	ɪ	2	6,67%
14.	Barn	/bɑːn/	/b<u>e</u>n/	e	2	6,67%
15.	Among	/əˈmʌŋ/	/<u>e</u>ˈmʌŋ/	e	1	3,33%
16.	Duties	/ˈdjuː.tiz/	/ˈd<u>ʌ</u>.tiz/	ʌ	12	40%
17.	Breakfast	/ˈbrek.fəst/	/ˈbrek.f<u>e</u>st/	e	4	13,33%
18.	Does	/dʌz/	/d<u>ʊ</u>z/	ʊ	1	3,33%
			/d<u>ɒ</u>z/	ɒ	3	10%

| 19. | Hard | /hɑːd/ | /hɛd/ | e | 3 | 10% |

The other source of students' errors is the learners over generalize the rules. The learner's failure to adopt the target language system. For example Javanese learners tend to pronounce the word "work" /wɒk/ instead of /wɜːk/ like the sound [o] in may other English word i.e. "Box" /bɒks/ , "dog" /dɒg/ and "job" /dʒɒb/.

Table 4.19

Spelling rule confusion

No	Words	Correct Phonetic Transcription	Transcription of student's pronunciation	Errors	Freq	Percentage
1.	Himself	/hɪm'self/	/haɪm'self/	aɪ	3	10%
			/hɛm'self/	e	1	3,33%
			/hɪm'səlf/	ə	1	3,33%
2.	Outdoor	/ˈaʊtˌdɔː r /	/ˈaʊtˌdɒr/	ɒ	4	13,33%
3.	Rainy	/ˈreɪ.ni/	/reɪn/	eɪ	2	6,67%
4.	Season	/ˈsiː.zn/	/ˈsɛzn/	e	2	6,67%
5.	Time	/taɪm/	/tɛm/	e	1	6,67%
6.	Field	/fiːld/	/feɪl/	eɪ	1	3,33%
			/faɪld/	aɪ	5	16,67%

7.	Fresh	/freʃ/	/freɪʃ/	eɪ	2	6,67%
8.	Crop	/krɒp/	/krəʊp/	əʊ	1	3,33%
9.	Beginning	/bɪˈgɪn.ɪŋ/	/bɪˈgaɪn.ɪŋ/	aɪ	1	3,33%
			/bɪˈgen.ɪŋ/	e	3	10%
10.	Early	/ˈɜː.li/	/ˈɪə(r).li/	ɪə	1	3,33%
11.	Milking	/ˈmɪl.kiŋ/	/melkiŋ/	e	3	10%
12.	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stʊk/	ʊ	5	16,67%
			/ˈlaɪv.stʊk/	ʊ	7	23,33%
			/ˈlev.stɒk/	e	3	10%
13.	Duties	/ˈdjuː.tiz/	/ˈdaɪ.tiz/	aɪ	2	6,67%
			/ˈde.tiŋ/	e	1	3,33%

The students often confuse how to pronounce one word in English, because English spelling is different with the written English. For example the students pronounce the word "himself" with /haɪmˈself/ or /hɪmˈsəlf /instead of /hɪmˈself/ this problem because vowel [i] in English may pronounce with [ɪ] like in the word "live" /lɪv/ or it may pronounce with [aɪ] like in word "mind" /maɪnd/. See at table 4.19 for clear information.

B. Discussion

Based on the description in the data presentation, there are several things can be noted down. Most of the students still make errors in pronouncing

English words on vowels. There are 3 kinds of pronunciation errors on vowels which occur in the students' utterance. They are errors in short vowel, long vowel, and diphthong.

The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. Based on the description of the result in the previous section, it was known most of the students produce pronunciation error on short vowel [e]. It was proved for about 43,33% students pronounced /'rɪd.i/ for /'red.i/ in word "ready". On the long vowels, students of SMP N 2 Menganti made errors on the vowel [ɜː], [ɔː], [uː], [iː], and [ɑː] with the highest number errors on long vowel [ɑː]. They pronounce /'hʌr.vest/ for/'hɑː.vɪst/ in word "harvest", that was for about 86,66% substituted long vowel [ɑː] in the first syllable with [ʌ]. Moreover, The students made errors on diphthong [aɪ], [ɪə], [eɪ], [aʊ], and [ʊə]. In pronouncing word "plough", most of the students made error in pronouncing diphthong [aʊ]. Diphthong [aʊ] in word "plough" substituted with short vowel [ɒ]. They pronounced /plaʊ/ with /plɒg/. The average of the students made those errors was about 93,33%.

The result showed that majority of the students of SMP N 2 Menganti made pronunciation errors on diphthong [aʊ]. This result was not in line with Shiva Seddighi's study. In her study, she found that majority of Iranian students got problem in pronouncing short vowel [ə]. They replace vowel [ə] with [e]. This may be different with the writer result' because diphthong do not appear in Javanese , so the students substituted it with vowel as they have it in the mother

tongue. Therefore, in Persian language they have diphthongs. It make them do not got problem when pronouncing diphthong.

Making errors cannot be separated from the learning process particularly of languages as stated by Thornbury, "error seems to be an inevitable part of learning a language"[1]. However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors. Knowing the sources of errors can help the teacher finding the best way to overcome the pronunciation problems faced by the students so that they systematically are able to avoid themselves from making the same errors on vowels in the next.

On the research, the researcher found six sources of errors; they were pronouncing English word as written, error of substituting short vowels for long vowels, error substituting long vowel for short vowel, vowels for diphthong, overgeneralization and spelling rule confusion.

Based on the researcher analysis, the learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case is Javanese. I.e. In the Javanese sound, there is no long vowel like vowel [ɑː]. Therefore, they tend to pronounce word "Harvest" with /ˈhʌr.vest/ instead of /ˈhɑː.vɪst/. They substituted long vowel [ɑː] with sound [ʌ].

Moreover, the other sources of students' errors are the learners over generalize the rules and confuse the spelling rule. The learner's failure to adopt

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[1] Scoot Thornbury, *How to Teach Grammar*, (England; Pearson Education Ltd. 1999), p. 133

the target language system. They transferred the rules of their first language into the target language. For example Javanese learners tend to pronounce the word "work" /wɒk/ instead of /wɜːk/ like the sound [o] in may other English word i.e. "Box" /bɒks/ , "dog" /dɒg/ and "job" /dʒɒb/.

As stated by Richard, if these errors are similar to the error that are made by learner who learning his or her first language, they are called interlingual error. Contrastively, if these errors are caused by the target language and do not reflect native language structure but usually caused by overgeneralization because of the lack of target language competence. They are called intralingual errors.

Based on the data result, it showed the common source of students errors on vowels was because of the the interference from mother tongue (see table 4.1 up to 4.17). This result in line with Richard's argument, "sentence in target language may exhibit interference from mother tongue, this is of course was considered to be major, but not the only, source of difficulty by linguist doing contrastive analysis"[2]. It means mother tongue is a major source of the errors made by the learners in pronouncing English word on vowels.

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[2] Jack Richard(ed), *Error Analysis, Perspective on Second Language Acquisition*, (England: Longman Group Ltd, 1974), p. 5