INVESTIGATING SENIOR HIGH SCHOOL STUDENTS' VOWELS MISPRONUNCIATION WHEN READING ENGLISH TEXT AT MA SALAFIYAH PEKALONGAN

A THESIS

**Submitted to Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**

by:

**NIA APRILIA
2520032**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Pekalongan, 26 Agustus 2024

Yang menyatakan

NIA APRILIA
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NOTA PEMBIMBING

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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum Wr. Wb

Setelah diadakan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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NIM : 2520032

Program Studi : Tadris Bahasa Inggris

Judul : **INVESTIGATING SENIOR HIGH SCHOOL STUDENTS' VOWELS MISPRONUNCIATION WHEN READING ENGLISH TEXT**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb

Pekalongan, 26 Agustus 2024
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APPROVAL SHEET

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Judul   :   **Investigating Senior High School Students' Vowels Mispronunciation When Reading English Text At MA Salafiyah Pekalongan**

Has been examined and approved by the panel of examiners on Tuesday, 8th Oct 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

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MOTTO

"By seeking and blundering we learn."

(Johann Wolfgang Von Goethe)

"Nothing is impossible if we are willing to try."

(Alexander the Great)

ABSTRAK

Kesalahan pengucapan merupakan permasalahan yang terjadi pada pembelajar bahasa asing dalam proses pembelajaran pengucapan bahasa Inggris. Kesalahan pengucapan dapat menyebabkan pendengar salah memahami informasi. Membaca nyaring merupakan strategi yang dapat membantu pembelajar bahasa Inggris untuk melatih kemampuan pengucapannya. Dalam alfabet bahasa Inggris, terdapat huruf vokal dan konsonan. Penelitian ini membahas kesalahan pengucapan vokal melalui membaca teks bahasa Inggris. Penelitian ini merupakan penelitian kualitatif dan metodologi yang digunakan adalah metode studi kasus. Untuk mengumpulkan data, peneliti menggunakan observasi, wawancara semi struktur, dan dokumentasi. Dalam analisis datanya, peneliti menggunakan model analisis dari Miles dan Huberman. Temuan peneliti menunjukkan bahwa ketika membaca nyaring beberapa siswa melakukan kesalahan pengucapan pada kelompok vokal.

Kata kunci : Kesalahan Pengucapaan, Vokal, dan Membaca.
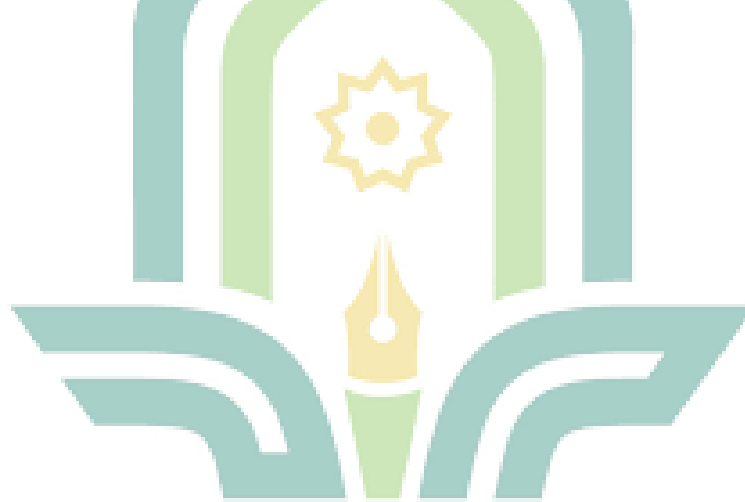
ABSTRACT

Mispronunciation is a problem that occurs to foreign language learners in the process of learning English pronunciation. Mispronunciation can cause the listener to misunderstand the information. Reading aloud is a strategy that can help English language learners to practice their pronunciation skills. In the English alphabet, there are vowels and consonants. This research discuss vowel mispronunciation through reading English text. This research is qualitative research and the methodology used case study method. To collect data, researcher use observation, semi-structured interviews, and documentation. In the analysis the data, researcher used the analysis model from Milenes and Huberman. The findings showed that when reading aloud some students made mispronunciations in the vowels group.

Keywords : *Mispronunciation, vowels, and Reading.*
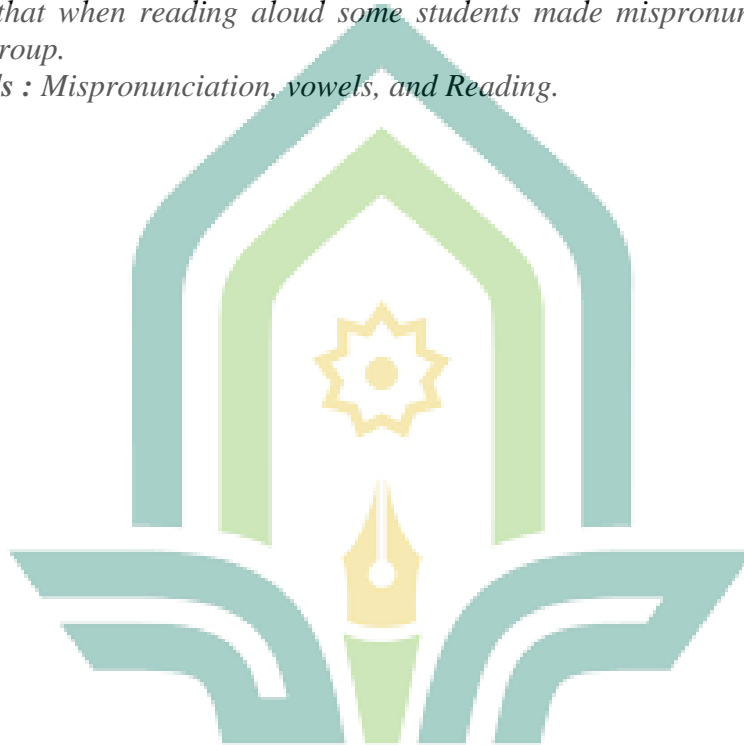
PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research entitled **"INVESTIGATING THE SENIOR HIGH SCHOOL STUDENTS' VOWELS MISPRONUNCIATION WHEN READING ENGLISH TEXT"**. It was submitted to UIN K.H. Abdurrahman Wahid Pekalongan's English Education Department to fulfill one of the perquisites for a Bachelor's Degree in English Education. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag., the Dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
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Pekalongan, 26 Agustus 2024

The Writer

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ENCLOSURE LIST

CHAPTER I

INTRODUCTION

1.1 Background of Study

Vowels in English pronunciation have many nuances. There are quite a few English language learners at the senior high school level who still make mispronounce of vowel sounds when they speak or read English texts. This is usually caused by several factors that are already inherent in them and have become habits from their previous high school years. Each vowel letter has several sounds, each letter has various phonetic symbols, and each letter has many symbols (Ambalegin, 2022). For example the vowel sound "e" producing a short vowel sound /i/ and a long vowel sound /i:/. For example, the short vowel sound /i/ is in the words "pretty" and "depart", while the example of the long vowel sound /i:/ is in the words bee, need, tree. Meanwhile, in Indonesian each vowel letter in the alphabet produces a single sound and each letter is associated with a specific phonetic symbol. Furthermore, every letter sound corresponds to a particular symbol. For example, b, u, k, and u form the word "buku" (Ambalegin, 2021). The word "buku" is pronounced with the letters of the alphabet /buku/ still fixed. In other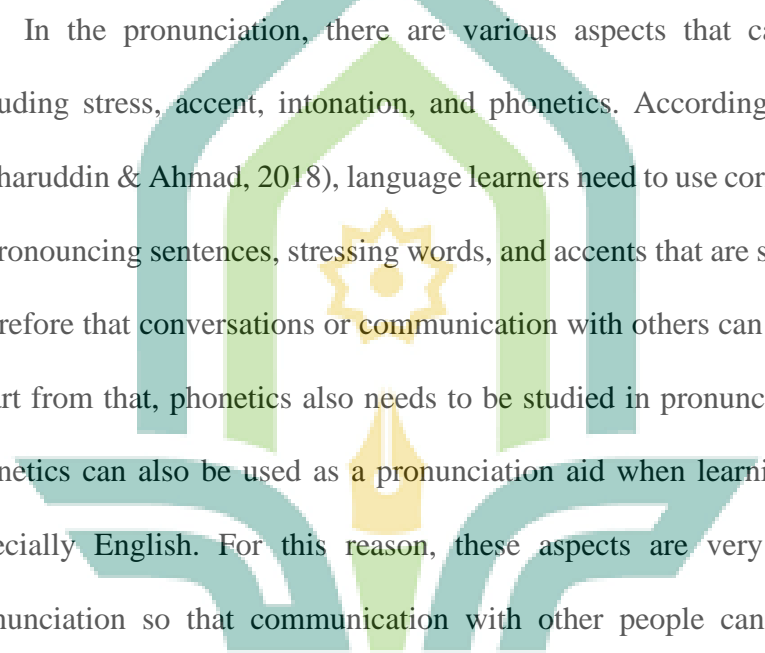 words, Indonesian has a consistent sound when spoken. Therefore, foreign language learners especially English, often experience mispronunciation of English vowels. In one of the senior high school in Pekalongan, the researcher found problems with several students in their mispronunciation when they were asked to read English texts. For example, in the English text there is the word "shirt" and many students read it

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"[s :t]" even though what should be read is / :t/. Mispronunciation of every word will have an impact on the listener's understanding of the content of the text (Munandar & Indira, 2021). Due to the various differences in pronunciation of vowel sounds in English, English language learners often make vowel mispronunciation when reading English texts. This problem is the background for conducting research on vowels mispronunciation when reading English texts.

In the pronunciation, there are various aspects that can be studied including stress, accent, intonation, and phonetics. According to Milene in (Kaharuddin & Ahmad, 2018), language learners need to use correct intonation in pronouncing sentences, stressing words, and accents that are spoken clearly. Therefore that conversations or communication with others can run smoothly. Apart from that, phonetics also needs to be studied in pronunciation because phonetics can also be used as a pronunciation aid when learning languages, especially English. For this reason, these aspects are very necessary in pronunciation so that communication with other people can be conveyed clearly and there are no misunderstandings.

The first aspect is the stress aspect or known as the word stress in pronunciation. Stress here means that one syllable (sound per syllable in one word) is pronounced longer and louder with a high pitch (Shofy, 2019) .An example of a syllable is "book", this word has one syllable, namely "book", "break fast" this word has two syllables, namely "break-fast", and the word "banana" has three syllables, namely "ba-na-na" (James, 2013). Stress here is

divided into two, that is primary stress and secondary stress. The strongest stress in a word is referred to as primary stress, usually marked with an apostrophe above, for example positive /'Pa z tiv/ and ability / 'biliti/, while secondary stress is the weakest stress and usually marked with quotation marks below, for example understand /ʌn də'stænd/ and education /e dju 'kei sen/ (Shofy, 2019). The next aspect is accent. Accent in pronunciation is an emphasis on a certain part of a word or sentence which refers to the quality of the tone or variation of tone that appears in a word or sentence (James, 2013). Stress and accent are two interrelated linguistic characteristics. An example of an accent is the word "doofus" the accent is on the first syllable, namely doo, where this syllable has a longer tone than the syllable "fus" if pronounced as /d / (James, 2013).

Apart from emphasizing and varying tones in pronunciation, there is also an aspect of intonation. Another term for intonation is language music. Intonation here is how someone can say something with a rising and falling voice when speaking (Nurhayati, 2014). The voice rises, falls, or remains flat depending on the meaning to be conveyed. This intonation can describe the speaker's feelings such as feelings of anger, boredom, surprise, and gratitude. In English there are three basic intonation patterns, namely falling intonation, rising intonation, and rising-fall intonation (Shofy, 2019). An example of falling intonation is "nice to see you". The word "you" said using a falling tone of voice at the end of the sentence. An example of rising intonation is "do you love me?". The word me shows a rising tone of voice at the end of a sentence.

an example of rise-fall intonation is "should I go or stay?". The words go and stay use rising and falling tones at the end of the sentence. The last one is phonetics. The definition of phonetics is a science that explains how a sound is produced by humans correctly. Symbols such as " , j, Λ, ɾ" those often found in dictionaries are called phonetic symbols. These symbols are of international standards designed by the international phonetic association, apart from that these symbols can be found in the International Phonetic Alphabet (IPA).

Reading is a means of language acquisition, communication, and information sharing. Reading is an oral matter and requires a full understanding of letters to produce the right voice which has meaning and a contextual relevance within the text (Syaputri, 2014). There are two types of reading, namely reading comprehension and reading aloud. Reading comprehension is understanding about the written word, understanding the content that has been read and discerning the construction of meaning within the text (Sadyawati, 2020). While reading aloud includes articulating the words with attention to the intonation, pitch, inflection, stress and pauses that convey the language and style suitable for conveying the author's message. Reading aloud is a kind of extensive pronunciation exercise (Nurlaelawati & Dzulqodah, 2014). Reading aloud can be used as a strategies to practice English pronunciation skills, English learners will be faced with English texts, where they find it difficult in terms of pronunciation when reading aloud every word of the English text (Sadyawati, 2020). Reading aloud is one strategy that can be used to determine students' pronunciation abilities. Mispronunciation will have an impact on

understanding the contents of the text to achieve the true meaning of reading the text.

Mispronunciation is a problem that is often faced by English learners when reading written English. Mispronunciation usually occur due to haste, nervousness, lack of focus, and lack of mastery of pronunciation (Ambalegin & Arianto, 2018). Mispronunciation often occur due to several factors that influence students' pronunciation abilities. In addition, students also lack of knowledge that students have to read and understand the symbol "IPA (International Phonetic Alphabet)". The phonetic symbols contained in the English word order they need to learn so they can read written English and not rely too much on the dictionary to find out the symbols and how to read them (Shofy, 2019). Accurate pronunciation is crucial when communicating in English to effectively express ideas, making it an essential component for every speaker striving to communicate with precision to avoid misunderstandings with the other person (Kobilova, 2022). Numerous instances of mispronunciation of words often leads to misunderstandings in communication or the use of unsuitable intonation. Therefore, to improve the clarity of pronunciation, you must be able to recognize and realize that English and Indonesian have different pronunciation rules. Therefore, it is necessary to practice and learn more about English pronunciation.

Researcher found that several 11th grade students at MA Salafiyah Pekalongan did vowel mispronunciation when they read English text. The differences between the everyday language they use and the foreign language

especially English makes it difficult for them to read English text. This school implements an English text reading program to practice their pronunciation. When reading English text, they still carry the habit of reading text according to the written as in the language they use in everyday life. The vowel sounds in English are different for each letter, making it difficult for them to read English text.

Based on the explanation above, there is still a problem to be answered regarding to students' vowels mispronunciation when reading English text. It is necessary to conduct research because this is useful as evaluation and reflection for English learners and researcher are interested to researching this problem with the title **"Investigating The Senior High School Students' Vowels Mispronunciation When Reading English Text"**.

1.2 Formulation of the Problem

From the senior high school students' mispronunciation of vowels when reading English text, the problems can be formulated as follows :

1. What types of vowels mispronunciation do senior high school students do when reading English text?

2. Why do the senior high school students' mispronounce vowels when reading English text?

1.3 Operational Definition

To avoid misunderstanding the terms in this research, so the researcher provides some definitions related to the study as follows :

1. Mispronunciation : A Problem that occur in the process of learning English, especially in terms of pronunciation (Munandar & Indira, 2021).

2. Vowels : A sound produced by flowing air without any obstructions, such as when pronouncing the letter "O" in Indonesian (Shofy, 2019).

3. Reading : An oral matter and requires a full understanding of letters to produce the right voice which has meaning and a sense of context in the text (Nurlaelawati & Dzulqodah, 2014).

1.4 Aims of the Study

To provide a clear direction in this study, so reasearcher classify this aims of the study as follows:

1. This study aims to investigate the types of vowels mispronunciation made by senior high school students when reading English text.

2. This study aims to find out the reasons why they make vowels mispronunciation.

1.5 Significance of the Research

1. Theoritical use : This study investigate about the senior high school students' vowels mispronunciation when reading English text and to contribute Milenes' theory of pronunciation and support theories related to the case study.

2. Empirical use   : This study provide the empirical insight into vowels mispronunciation when reading English text.

3. Practical use   : This study present the information for the readers about vowels mispronunciation that doing by senior high school students when reading English text.

CHAPTER V

CONCLUSIONS

5.1 Summary of the Findings

Based on the results conducted at a senior high school in Pekalongan, the results of the research and discussion can be concluded as follows:

1. Based on the results of data from eleventh grade of senior high school students who had been analyzed by the researcher, there are several students did vowels mispronunciation when reading English text. These vowels mispronunciation have been classified into three types according to the theory of vowels mispronunciation by (Brown, 2014) and (Crystal, 2015), namely addition, substitution, and omission. The most dominant mistake made by students is substitution.

2. Based on the interview data regarding the factors causing students to vowels mispronunciation when reading English text that have been analyzed. It was found that there were three factors namely mother tongue, lack of vocabulary, and lack of motivation. Researcher found the several students has dominant mother tongue is Java and they feel difficult to pronounce the words in the English text when reading and cause they made vowels mispronunciation. Lack of vocabulary also found in several students and they were pronounce every word with the knowledge they have. The several students also lack of motivation to try reading aloud that can pratice their English pronunciation.

5.2 Suggestion

Based on the conclusions stated above, researcher would like to provide some suggestions for English teachers should knows their students' vowels mispronunciation in English and the teacher also give more practice in pronunciation English to avoid many mispronunciations. Besides that, further researchers who are interested in doing the same topic about vowels mispronunciation to increase participation. Further researchers can also use other theories to identify the types of vowels mispronunciation and the factors that cause of vowels mispronunciation.
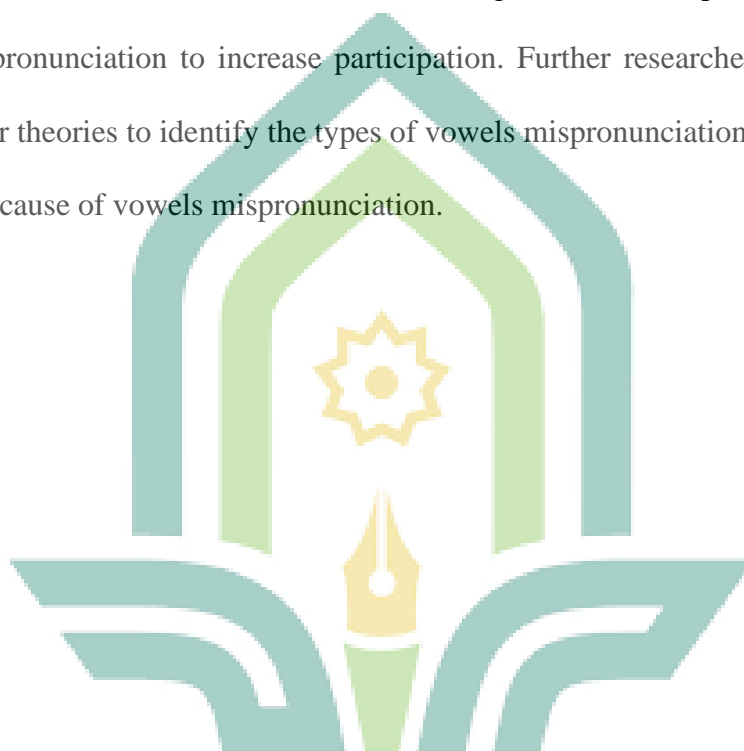
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