# Students' Error In Pronouncing English Vowel

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*Abstract. Language and how to pronounce it are inseparable in the context of learning a new language. There are undoubtedly faults in the process of pronouncing a word in any language, particularly non-native languages. While many people confuse error with a mistake, error often refers to the difference between the actual or expected value and the resultant or observed value. Errors may be measured, examined, and used to determine the degree of correctness or inaccuracy in a variety of domains. Mistakes, on the other hand, are more typically seen in general or daily conditions. Mistakes are often defined as improper or wrong behaviors or decisions, whether in decision-making, physical activities, or communication. Incomprehension, carelessness, or actions that are contrary to what should have been done are all examples of mistakes. This study, which focused on the pronunciation errors produced by English language education majors at the college of education, employed a qualitative descriptive approach to gather information from 20 students and ask them to read a short tale. This study identified three types of error: Substitution, additional, and omission. Following additional with 3.78% and omission with 0.34% as the least frequent error types made by students, it was discovered after gathering all the data that substitution accounted for 100% of all errors.*

*Keyword : Error, Pronouciation, languange, english, vowel*

**Abstrak.** Bahasa dan cara pengucapannya tidak dapat dipisahkan dalam konteks pembelajaran bahasa baru. Tidak diragukan lagi ada kesalahan dalam proses pengucapan kata dalam bahasa apa pun, terutama bahasa non-pribumi. Sementara banyak orang mengacaukan kesalahan dengan kesalahan, kesalahan sering mengacu pada perbedaan antara nilai aktual atau yang diharapkan dan nilai yang dihasilkan atau diamati. Kesalahan dapat diukur, diperiksa, dan digunakan untuk menentukan tingkat kebenaran atau ketidaktepatan dalam berbagai domain. Kesalahan, di sisi lain, lebih sering terlihat pada kondisi umum atau sehari-hari. Kesalahan sering didefinisikan sebagai perilaku atau keputusan yang tidak tepat atau salah, baik dalam pengambilan keputusan, aktivitas fisik, atau komunikasi. Ketidakpahaman, kecerobohan, atau tindakan yang bertentangan dengan apa yang seharusnya dilakukan adalah contoh kesalahan.

Penelitian ini, yang berfokus pada kesalahan pengucapan yang dihasilkan oleh jurusan pendidikan bahasa Inggris di perguruan tinggi pendidikan, menggunakan pendekatan deskriptif kualitatif untuk mengumpulkan informasi dari 20 siswa dan meminta mereka untuk membaca cerita pendek. Penelitian ini mengidentifikasi tiga jenis kesalahan: Substitusi, tambahan, dan penghilangan. Mengikuti tambahan dengan 3,78% dan penghilangan dengan 0,34% sebagai jenis kesalahan yang paling jarang dilakukan oleh siswa, ditemukan setelah mengumpulkan semua data bahwa substitusi menyumbang 100% dari semua kesalahan.

**Kata Kunci :** Kesalahan, Pengucapan, Bahasa, Bahasa Inggris, Vokal

## INTRODUCTION

In daily life, people connect with one another through language, and one of the most extensively used languages worldwide is English. Aristotle defines "speech" as an articulated "voice," and the primary distinction between "voice" and "speech" is the articulation process done by the tongue. He believes that only humans have the power to utilize "language" to express what is advantageous and harmful, what is good and wrong, whereas other animals can simply produce a voice to communicate what is painful and pleasant. This distinction is due to the diverse abilities of the soul. Animal speech is derived from the sensory faculty, but human language involves the sensation faculty and a higher soul faculty, namely the thinking faculty. Perfect human language capacity necessitates the employment of one's mind and intellect to totally regulate one's vocalization (Qiu, Wen, 2014).

Language may be characterized as an open and complex adaptive and non-linear system of symbols and nonverbal indicators used for communication, or as a type of articulated voice that only humans can use to signify the advantageous and the damaging, the right and the wrong (Repka, Richard, 2021). Language is a communication system made up of words, grammar, and rules for combining them to express meaning. It enables people to communicate their thoughts, ideas, and feelings to others. Thousands of languages are spoken around the world, each having its own set of sounds, vocabulary, and syntax. Language cannot be separated from how to make sounds; this is called pronunciation.

Pronunciation, on the other hand, is the manner in which words are expressed or spoken. It entails the proper articulation and production of sounds in a certain language. Speech serves as essential for effective communication since even little differences in speech can lead to misunderstandings. Pronunciation is the ability to generate sound in order to communicate

meaning. Students believe that fluency takes precedence over correctness (Sinurat and Herman, 2019). It is difficult to pronounce the English sounds. The problem is that students are unaware that they make some pronunciation errors when speaking or reading in English aloud. This is prevalent since not all professors focus on their pupils' pronunciation. They just teach the vocabulary included in the text or utterances from the materials and demonstrate how to read them, but they do not supervise the students' pronunciation. This is because the majority of English sounds do not exist in Indonesian. Furthermore, their mother tongue had an impact on their English accent. As a result, pupils should practice pronouncing English (Hutabarat, Novra, 2023).

Pronunciation is essential while learning a second or foreign language. Even learning English as a subject in school, most students make mistakes in listening, speaking, reading, and writing. language has three key components: phonology, vocabulary, and grammar. Phonology is an essential component among them. Phonology is inextricably linked to pronunciation. As a result, the author wishes to do research on pronunciation (particularly on vowels).

There are 20 vowel sounds in English, which are classified as monophthongs or diphthongs. Monophthongs are single vowel sounds produced with a constant tongue position, whereas diphthongs are vowel sounds pronounced with a shift in tongue position. The 20 vowel sounds in English, along with examples of words that contain them: /i:/ as in "see", /ɪ/ as in "sit", /e/ as in "set", /æ/ as in "cat", /ɑ:/ as in "car", /ɔ:/ as in "law", /ʊ/ as in "put", /u:/ as in "too", /ʌ/ as in "cup", /ə/ as in "about", /ɜ:/ as in "bird", /ɪə/ as in "ear", /eə/ as in "air", /ʊə/ as in "tour", /aɪ/ as in "eye", /ɔɪ/ as in "boy", /aʊ/ as in "now", /eɪ/ as in "say", /oʊ/ as in "go", /ju:/ as in "use". The pronunciation of English vowels differs based on dialect, accent, and context. For example, in various parts of the United States or in different English-speaking nations, the vowel sound in "cot" may be pronounced differently (Hillenbrand, James, 1995). According to Richards and Smith (2002), a vowel is a speaking sound made without the airflow through the mouth being significantly constricted. Twenty vocalic phonemes, according to Fasold (2006), consist of the following vowels or vowel glides 7 short / ɪ, e, æ, ɒ, ʊ, ʌ, ə /, 5 long / i:, u:, ɑ:, ɔ:, ɜ: /, and 8 diphthongs;/ eɪ, aɪ, ɔɪ, əʊ, aʊ, ɪə, eə, ʊə /.

Learning a second language differs from learning one's mother tongue or first language (Indrawati & Resti, 2020). While a student's mother tongue or first language affects the development of a second language and provides feedback for the teacher and the learning process, learning a first language is unaffected by other languages. Making mistakes when learning a foreign language is common for pupils. The inaccuracy can be a sign that a new linguistic system is developing. Some professionals offer a definition of a mistake. The error

is also one that "Is likely to occur repeatedly and is not recognized by the learner as an error," according to Gass et al. (Gass, Behney, & Plonsky, 2020). Because of the importance of learners' first language systems in the process of learning a second language, it is possible to conclude from the preceding definition that error is a kind of language performance variance.

People may also think of mistakes when we talk about errors. Error and mistake have distinct connotations while learning a language. Therefore, it's important to understand the difference between error and mistake. Similar to verbal slip-ups, mistakes are typically one-time-only occurrences. Mistakes, on the other hand, are an accident. Even if you are aware that it is incorrect, the incorrect term nonetheless manages to escape your lips (Gass et al., 2020). Ellis explained how mistakes are indicators of knowledge gaps in learners since they happen when they are unsure about the right answer. A mistake is something you are unaware of. Errors are fascinating since they provide an opportunity to discover something new. In other words, there are differences between the terms mistake and error. Performance-related factors like carelessness and a lack of attention can lead to mistakes. However, mistakes happen when the target language is not fully learned, making it impossible for the learner to fix their mistakes (Ellis & Barkhuizen, 2005).

According to Crystal (1987), error analysis is a technique for discovering, categorizing, and methodically interpreting the unsatisfactory forms generated by language learners, employing any of the linguistic principles and techniques. According to Brown (1980), error analysis identifies the systems used by learners by noticing, classifying, and evaluating departures from second language standards. Khansir (2012) adds that error analysis is a branch of linguistic analysis that focuses on learners' mistakes and considers both mistakes made in the target language and those made outside of it.

The purpose of error analysis is to find the different types of mistakes that second language learners make. Error analysis serves the purpose of providing information on how people learn a language, how well they know the language, and what challenges they had in completing the task. Error analysis may be a helpful tool both at the start of a program to teach foreign languages and during its many phases.

Error analysis, according to James (2013), is "the process of determining the incidence, nature, causes, and consequences of unsuccessful language." Brown defines error analysis as the fact that learners make mistakes, which can be observed and analyzed. Error analysis is a technique that may be used to assist both the student and the instructor in avoiding mistakes (Brown, 2000). Furthermore, error analysis is a procedure commonly used by writers and teachers that includes collecting samples, identifying errors, explaining errors, categorizing

errors based on their sources, and evaluating or justifying the severity level of the errors (Qodir, 2006).

This research was created using the descriptive qualitative method because it attempts to analyze, describe, and explain the findings. Furthermore, neither statistical approaches nor other quantification devices are used to reveal the findings of this investigation (Pallawa and Alam, 2013). Data gathering was accomplished by observation and recording. The examples are 20 students from the fourth semester of the English education program at the Faculty of Education and Teaching Training of the Islamic State of North Sumatra. The 20 students were given a short reading text to read individually while the researcher recorded it on their mobile phones using the voice recorder app.

## RESULTS & DISCUSSIONS

In this research, error analysis is used to describe errors produced by the learner while reading a short piece of text aloud. The findings will be organized in a table depending on their significance. For additional detail, the subjects of this research are Indonesian-speaking students; while some of them use their native language for communication inside the family, such as Sundanese, Javanese, and Bataknese, they speak Indonesian fluently when interacting with friends and strangers. Twenty students must read the short text on their own. The following is the phonetic transcription of the text that was used :

<div align="center">ðə ˈlɪtəl ɡɜːl ænd ˈmʌʃrʊmz</div>

ɪt wəz ə faɪn ˈsʌmər ˈmɔrnɪŋ, ˈpɜːrfɪkt tuː biː aʊtˈdɔːrz. tuː ˈsɪstərz hæd bɪn aʊt ˈmʌʃrum ˈpɪkɪŋ, ænd wər ɒn ðeɪr hoʊm wɪð ˈhɛvi ˈbæskɪts fʊl əv ˈmʌʃrumz. ðeɪ sæŋ ˈsɔŋz ɒn ðə weɪ, ænd ˈpleɪd wɪð iːtʃ ˈʌðər.

ˈsun ðeɪ ritʃd ə pɔɪnt weər ðeɪ hæd tuː krɒs ə ˈreɪlweɪ træk. ðeɪ dɪd nɒt θɪŋk twaɪs əˈbaʊt ˈkrɒsɪŋ ɪt sɪns ðeə wəz nəʊ ˈtreɪn ˈkʌmɪŋ, ænd ðeɪ kʊd nɒt hɪər ˈini ˈwɪsəl. ðeɪ ˈsloʊli klaɪmd ðə ɪmˈbæŋkmənt tuː krɒs ðə træk, ˈteɪkɪŋ keə nɒt tuː drɒp ðə ˈbæskɪts. ðeɪ wər ˈvɛri nɪə ðə træk ænd ðə ˈlɪtəl ˈsɪstə wəz əˈbaʊt ðə krɒs ɪt, wɛn ðeɪ hɜːd ðə dɪˈstɪŋkt hɔrn əv ə ˈtreɪn.

ðə ˈəʊldər ˈsɪstə ɡɒt ˈfraɪtnd ænd ræn ˈbæk. ʃiː θɔːt ðæt ðə ˈjʌŋ wʌn wəz ˈfɒloʊɪŋ hər. ʃiː tɜːrnd ˈbæk ænd wəz ʃɑːkt tuː siː hər ˈlɪtəl ˈsɪstə stil ˈkrɒsɪŋ ðə træk. "kʌm ˈbæk hɪr, rʌn ˈbæk ˈfæst," ʃiː skriːmd.

ɪt siːmd ðæt ðə ˈlɪtəl ɡɜːl kʊd nɒt hɪər hər ˈsɪstə. ʃiː wəz stɪl ˌkɒnsnˈtreɪtɪŋ ɒn ˈstɛpɪŋ ˈoʊvər ðə træk wɪð hər ˈlɪtəl fiːt, ænd ˈhoʊldɪŋ ɒn tuː ðə ˈbæskɪt. ðɛn ʃiː trɪpt ænd fɛl ɒn ðə træk, ˈskætərɪŋ hər ˈmʌʃruːmz əˈraʊnd. ʃiː sæt daʊn ænd bɪˈɡæn ˈpɪkɪŋ ðɛm ʌp ænd ˈpʊtɪŋ ɪn hər ˈbæskɪt.

ɪn ðə ˈmiːnwaɪl ðə ˈɛlər ˈsɪstə hæd bɪˈkʌm hɪˈstɛrɪk. ʃiː kraɪd ænd skriːmd, ˈkɔːlɪŋ hər ˈlɪtəl ˈsɪstə tuː liːv ðə ˈmʌʃruːmz ænd rʌn ˈbæk, bʌt ɪt siːmd æz ðoʊ ðə ˈlɪl wʌn kʊd nɒt hɪər hər.

ðə ˈɛndʒɪn ˈdraɪvə ˈpæːnɪkt ɒn ˈsiːɪŋ ðə ɡɜːl ænd bluː hɪz ˈwɪsəl wɪð ɔːl hɪz maɪt, bʌt ʃiː əˈpɪəd nɒt tuː hɪə ðə ˈwɪsəl. hər ˈsɪstə wəz naʊ kraɪɪŋ ˈlaʊdli, əvərˈkʌm baɪ ˈpæːnɪk , æz ðə ˈlɪtəl ˈsɪstə krɔːld bɪˈtwiːn ðə træks ɒn hər hændz ænd niːz, tuː pɪk ðə rɪˈsteɪn əv ðə ˈmʌʃruːmz.

ðə ˈɛndʒɪn ˈdraɪvə wəz ˈhɛlples æz ɪt wəz nɒt ˈpɑːsəbəl fɔː hɪm tuː staːp ðə ˈɛndʒɪn sʌdənli. ʃiː bluː ðə ˈwɪsəl æz haːd æz hiː kʊd, bʌt ðə ˈɛndʒɪn roʊld ˈoʊvər ðə ˈlɪtəl ɡɜːl. ðə ˈəʊldər ˈsɪstə klæspt hər feɪs wɪð hər ˈtrɛmbəlɪŋ hændz ænd kraɪd ˈbɪtərli. ðə ˈpæsəndʒərz tuː pæːnɪkt æt ðə θɒt əv ðə saɪt ðeɪ wʊd hæv tuː ˈwɪtnəs. ðə ɡaːrd ræn daʊn tuː ðə ɛnd əv ðə treɪn tuː siː wɑːt ˈhæpənd tuː ðə ˈlɪtəl ɡɜːl. wɛn ðə treɪn pæst, ˈɛvrɪˌbɒdi sɔː hər ˈlaɪɪŋ ˈvɛri stɪl bɪˈtwiːn ðə træks wɪð hər feɪs daʊn.

ðɛn ʃiː ˈreɪzd hər hɛd, spræŋ tuː hər niːz ænd bɪˈɡæn ˈɡæðərɪŋ ðə rɪˈmeɪnɪŋ ˈmʌʃruːmz.

ðə bɪɡ ˈsɪstə ræn təˈwɔːrdz hər, tɪərz ˈstriːmɪŋ daʊn hər feɪs. ðeɪ hʌɡd ænd kɪst iːtʃ ˈʌðər, kraɪɪŋ aʊt əv ˈhæpɪnəs, tɪərz əv dʒɔɪ ˈfloʊɪŋ daʊn ðər ˈlɪtəl tʃiːks. ˈnɛvər wər tuː soʊlz soʊ ˈhæpəli juːˈnaɪtɪd æz æt ðæt ˈmoʊmənt. ʃiː ˈprɒmɪst hər ˈlɪtəl ˈsɪstə ðæt ðərˈæftər ʃiː wʊd hoʊld hər hænd ˈtaɪtli waɪl ˈkrɔːsɪŋ ðə ˈreɪlweɪ laɪn.

ðə tuː ˈsɪstərz ðɛn pɪkt ɔːl ðə rɪˈmeɪnɪŋ ˈmʌʃruːmz, ænd hænd ɪn hænd, ˈsɒləmli wɔːkt ˈbæk hoʊm. ðeɪ wər ɪnˈdiːd tuː soʊlz huː hæd bɪˈkʌm ˈwaɪzə ðæn ðeər jɪərz, ɪn ðə spæn əv ə fjuː ˈmɪnɪts.

Table of errors in pronouncing vowel sound based on the stort above

| Words Description | Phonetic Transcript | Error Transcript | Percentage of Students Producing | Total Error |
|---|---|---|---|---|
| Fine Substitution /aɪ/ for /ai/ | (/faɪn/) | "fain" | 18 (90%) | 1,01 |

| Word | IPA | Spelling | Count | Value | Substitution |
|---|---|---|---|---|---|
| Summer | (/ˈsʌmər/) | "summuh" | 5 (25%) | 0,28 | |
| Substitution /ʌ/ and /ə/ | | | | | for /u/ |
| Perfect | (/ˈpɜːrfɪkt/) | "pur-fect" | 12 (60%) | 0,67 | |
| Substitution /ɜ:/ and /u/ | | | | | and /ɪ/ for /e/ |
| Outdoors | (/ˈaʊtˌdɔːrz/) | "out-doors" | 16 (80%) | 0,90 | |
| Substitution /aʊ/ and /au/ | | | | | and /ɔ:/ for /oo/ |
| Sisters | (/ˈsɪstərz/) | "sis-ters" | 9 (45%) | 0,50 | |
| Substitution /ɪ/ for /i/ | | | | | Substitution /ə/ for /e/ |
| Mushroom | (/ˈmʌʃruːm/) | "mush-room" | 13 (65%) | 0,73 | |
| Substitution /ʌ/ for /u/ | | | | | Substitution /uː/ for /oo/ |
| Picking | (/ˈpɪkɪŋ/) | "pickin'" | 14 (70%) | 0,78 | |
| Substitution /ɪ/ for /i/ | | | | | |
| Heavy | (/ˈhɪvi/) | "hev-ee" | 15 (75%) | 0,84 | |
| Substitution /ɪ/ for /e/ | | | | | Substitution /i/ for /ee/ |
| Baskets | (/ˈbæskɪts/) | "bask-its" | 7 (35%) | 0,39 | |
| Substitution /æ/ for /a/ | | | | | |
| Songs | (/sɔŋz/) | "sangs" | 8 (40%) | 0,45 | |
| Substitution /ɔ/ for /a/ | | | | | |
| Point | (/pɔɪnt/) | "poynt" | 12 (60%) | 0,67 | |
| Substitution /ɔɪ/ for /oy/ | | | | | |
| Railway | (/ˈreɪlweɪ/) | "rail-way" | 17 (85%) | 0,95 | |
| Substitution /eɪ/ for /ai/ | | | | | |

| Word | Transcription | Pronunciation | Count | Score | Error Type |
|---|---|---|---|---|---|
| | | | | | Substitution /eɪ/ for /ay/ |
| Coming (/ˈkʌmɪŋ/) Substitution /ʌ/ for /u/ | | "cummin'" | 10 (50%) | 0,56 | |
| | | | | | Substitution /ɪ/ for /i/ |
| Climbed (/klaɪmd/) Substitution /aɪ/ for /i/ | | "climbed" | 9 (45%) | 0,50 | |
| | | | | | Additional of /e/ |
| Embankment (/ɪmˈbæŋkmənt/) Substitution /ɪ/ for /e/ | | "em-bank-ment" | 15 (75%) | 0,84 | |
| | | | | | Substitution /æ/ for /a/ |
| | | | | | Substitution /ə/ for /e/ |
| Little (/ˈlɪtəl/) Substitution /ɪ/ for /i/ | | "lil" | 6 (30%) | 0,33 | |
| | | | | | Omisson of /ə/ |
| Sister (/ˈsɪstər/) Substitution /ɪ/ for /i/ | | "sis-ter" | 18 (90%) | 1,01 | |
| | | | | | Substitution /ə/ for /e/ |
| Crossing (/ˈkrɔːsɪŋ/) Substitution /ɔ:/ for /o/ | | "cross-in'" | 13 (65%) | 0,73 | |
| | | | | | Substitution /ɪ/ for /i/ |
| Shocked (/ʃɑkt/) Substitution /ɑ/ for /o/ | | "shocked" | 10 (50%) | 0,56 | |
| | | | | | Additional of /e/ |
| Screamed (/skriːmd/) Substitution /i:/ for /ea/ | | "screamed" | 9 (45%) | 0,50 | |

| Word | Transcription | Pronunciation | Count | Score | Error |
|---|---|---|---|---|---|
| | | | | | Additional of /e/ |
| Seemed | (/siːmd/) | "seemed" | 10 (50%) | 0,56 | |
| Substitution /iː/ for /ee/ | | | | | |
| | | | | | Additional of /e/ |
| Concentrate | (/ˈkɒnsəntreɪt/) | "con-sen-trate" | 13 (65%) | 0,73 | |
| Substitution /ɒ/ for /o/ | | | | | |
| | | | | | Substitution /ə/ for /e/ |
| | | | | | Substitution /e/ for /a/ |
| Stepping | (/ˈstɛpɪŋ/) | "steppin" | 7 (35%) | 0,39 | |
| Substitution /ɛ/ for /e/ | | | | | |
| | | | | | Substitution /ɪ/ for /i/ |
| Holding | (/ˈhoʊldɪŋ/) | "hooldin'" | 12 (60%) | 0,67 | |
| Substitution /oʊ/ for /o/ | | | | | |
| | | | | | Substitution /ɪ/ for /i/ |
| Basket | (/ˈbæskɪt/) | "bas-ket" | 16 (80%) | 0,90 | |
| Substitution /æ/ for /a/ | | | | | |
| | | | | | Substitution /ɪ/ for /e/ |
| Tripped | (/trɪpt/) | "tripped" | 9 (45%) | 0,50 | |
| Substitution /ɪ/ for /i/ | | | | | |
| | | | | | Additional of /e/ |
| Scattering | (/ˈskætərɪŋ/) | "scatterin'" | 14 (70%) | 0,78 | |
| Substitution /æ/ for /a/ | | | | | |
| | | | | | Substitution /ə/ for /e/ |
| | | | | | Substitution /ɪ/ for /i/ |

| | | | | |
|---|---|---|---|---|
| Picking | (/ˈpɪkɪŋ/) | "pickin'" | 10 (50%) | 0,56 |
| Substitution /ɪ/ for /i/ | | | | |
| Putting | (/ˈpʊtɪŋ/) | "puttin'" | 13 (65%) | 0,73 |
| Substitution /ʊ/ for /u/ | | | | |
| | | | | Substitution /ɪ/ for /i/ |
| Meanwhile | (/ˈminˌwaɪl/) | "mean-while" | 14 (70%) | 0,78 |
| Substitution /i/ for /ea/ | | | | |
| | | | | Substitution /aɪ/ for /i/ |
| | | | | Additional of /e/ |
| Elder | (/ˈɛldər/) | "ell-der" | 14 (70%) | 0,78 |
| Substitution /ɛ/ for /e/ | | | | |
| Hysteric | (/hɪsˈtɛrɪk/) | "hais-ter-i-c" | 11 (55%) | 0,62 |
| Substitution /ɪ/ / For ai/ | | | | |
| | | | | Substitution /ɛ/ for /e/ |
| | | | | Substitution /ɪ/ for /i/ |
| Calling | (/ˈkɔːlɪŋ/) | "callin'" | 6 (30%) | 0,33 |
| Substitution /ɔː/ for /a/ | | | | |
| Appeared | (/əˈpɪərd/) | "ap-peared" | 6 (30%) | 0,33 |
| Substitution /ə/ for /a/ | | | | |
| | | | | Substitution /ɪə/ for /ea/ |
| | | | | Additional of /e/ |
| Engine | (/ˈɛndʒɪn/) | "Enjin" | 16 (80%) | 0,90 |
| Substitution /ɛ/ for /e/ | | | | |
| | | | | Substitution /ɪ/ for /i/ |
| Driver | (/ˈdraɪvər/) | "Draiver" | 10 (50%) | 0,56 |
| Substitution /aɪ/ for /ai/ | | | | |

| | | | | Substitution /ə/ for /e/ |
|---|---|---|---|---|
| Helpless | (/ˈhɛlp.lɪs/) | "Helples" | 11 (55%) | 0,62 |
| Substitution /ɛ/ for /e/ | | | | |
| | | | | Substitution /ɪ/ for /e/ |
| Possible | (/ˈpɑsəbəl/) | "Posibel" | 10 (50%) | 0,56 |
| Substitution /ɑ/ for /o/ | | | | |
| | | | | Substitution /ə/ for /i/ |
| | | | | Substitution /ə/ for /e/ |
| Clasped | (/klæspt/) | "Klaspt" | 12 (60%) | 0,67 |
| Substitution /æ/ for /a/ | | | | |
| Face | (/feɪs/) | "Feis" | 8 (40%) | 0,45 |
| Substitution /eɪ/ for /ei/ | | | | |
| Bitterly | (/ˈbɪt.ər.li/) | "Bitərli" | 9 (45%) | 0,50 |
| Substitution /ɪ/ for /i/ | | | | |
| Passengers | (/ˈpæs.əndʒərz/) | "Pasinjir" | 8 (40%) | 0,45 |
| Substitution /æ/ for /a/ | | | | |
| | | | | Substitution /ə/ for /i/ |
| Sight | (/saɪt/) | "Sait" | 9 (45%) | 0,50 |
| Substitution /aɪ/ for /ai/ | | | | |
| Witness | (/ˈwaɪtnɪaɪs/) | "Witnes" | 12 (60%) | 0,67 |
| Substitution /aɪ/ for /ai/ | | | | |
| | | | | Substitution /ɪ/ for /e/ |
| Guard | (/gɑrd/) | "Gard" | 12 (60%) | 0,67 |
| Substitution /ɑ/ for /a/ | | | | |
| Sprang | (/spræŋ/) | "Sprang" | 18 (90%) | 1,01 |
| Substitution /æ/ for /a/ | | | | |
| Happily | (/ˈhæp.ɪ.li/) | "Hapili" | 11 (55%) | 0,62 |
| Substitution /æ/ for /a/ | | | | |

| | | | | Substitution /ɪ/ for /i/ |
|---|---|---|---|---|
| Tightly | (/ˈtaɪt.li/) | "Taitli" | 11 (55%) | 0,62 |
| Substitution /aɪ/ for /ai/ | | | | |
| Solemnly | (/ˈsɑləm.li/) | "Solimli" | 13 (65%) | 0,73 |
| Substitution /ɑ/ for /o/ | | | | |
| | | | | Substitution /ə/ for /i/ |
| Wiser | (/ˈwaɪzər/) | "Waiser" | 11 (55%) | 0,62 |
| Substitution /aɪ/ for /ai/ Substitution of /ə/ with /e/ | | | | |
| Total | | 50 | 1774 | 100 |

The table above contains a collection of faults in pronouncing vowel sounds depending on a specific tale. The table is divided into various columns that provide information on each word, such as the word itself, its phonetic transcription, the pronunciation error, the percentage of students that made the error, and a description of the error. The table has 50 words in total, with a total of 1,774 mistakes produced by the students. The particular vowel sounds and the sorts of replacements or additions made by the students are different.

Looking at the data, we can observe that the most common error is the substitution of /ɪ/ with /i/. This error occurs in words like "Sisters," "Climbed," and "Tripped," among others. It is also notable that the substitution of /ɛ/ with /e/ is relatively frequent, as seen in words like "Embankment," "Elder," and "Helpless." Additionally, there are substitutions involving other vowel sounds. For instance, the substitution of /ɑ/ with /o/ is observed in words like "Shocked" and "Possible." The substitution of /ɔ/ with /a/ can be seen in words like "Songs" and "Calling." Furthermore, there are instances of substituting /aɪ/ with /ai/ in words like "Railway" and "Witness." Some errors involve the addition of extra vowel sounds, such as the addition of /e/ in words like "Climbed," "Shocked," and "Elder." The addition of /ea/ is also present in words like "Screamed" and "Meanwhile." Other errors involve the substitution of specific vowel combinations. For example, the substitution of /aʊ/ with /au/ in "Outdoors," and the substitution of /ɔɪ/ with /oy/ in "Point."

Pronunciation mistakes can be caused by a variety of circumstances, such as regional accents, a lack of exposure to specific vowel sounds, or phonetic discriminating issues. Finally, the chart

presents a summary of vowel sound pronunciation problems depending on a certain tale. It shows the frequency and sorts of errors made by pupils, emphasizing specific substitutions, additions, and the percentage of students who make each error.

## CONCLUSION

The results of this research show that there were a lot of errors in error analysis of students' pronunciation in pronouncing English vowels throughout the fourth semester at the University of Islamic State of North Sumatera's English Department. Based on the findings of the study, the researcher identified that there are three kind of errors typically made by students while pronouncing English vowels: substitution, omission, and additional. The researcher discovered 1774 mistakes in students' pronunciation. The researcher discovered 1774 substitution errors with 100% accuracy, 67 additional errors with 3,78% accuracy, and 6 misordering errors with 0.34% accuracy. It indicates that, based on the data collected, it is common for students to make errors in pronouncing English vowels in the form of mistake substitution.

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