ANALYSIS OF STUDENTS' DIFFICULTIES IN PRONOUNCING ENGLISH VOWELS MADE BY STUDENTS OF JAV LANGUAGE EDUCATION IN PURWOREJO MUHAMMADIYA UNIVERSITY

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Abstract
This research is aimed at investigating the difficulties of pronouncing the English vowels made by students' in discovering sounds that appear to be problem for them. The problems of this study are what kinds of difficulties the students makes in pronouncing English vowels and why these difficulties happen/occur. The research object of this study is second semester and fourth semester students of Java Language Education in Purworejo Muhammadiyah University in the academic year of 2018/2019. The researcher took 15 students as sample of the research. The instruments used were questionnaire and descriptive text, the researcher use to recorded the students' pronunciation. The students' pronunciations are recorded then analyzed by transcribing the students' pronunciation into phonetic transcription. There are twelve types of difficulties in English vowels. There are [e] 9.75%, [æ] 8.53%, [ə] 82.9%, [ʊ] 3.65%, [ɒ] 39%, [ʌ] 12.2%, [ɜ] 15.85%, [ɑ] 6.09%, [ɔ] 14.63%, [i] 43.9%, [u] 4.87%, [ɪ] 40.24%. The vowel [ə], [i] and [ɪ] is the most difficult English vowels pronounced by the students of Java Language Education. The vowel [ʊ] is the easiest English vowels pronounced by students of Java Language Education. The writers suggest for treating the students' difficulties by giving a lot of drills and practices of pronunciation so they can acquire the English language well with no interference of Javanese language.

Keywords: *Pronunciation, Students' difficulties, English vowels, Javanese language.*

INTRODUCTION

Language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared. Language is also used to communicate and convey meaning from one person to another. It uses to talk to each other, write, email, and text. Language has rules, which involve word structure (morphology), grammar and sentence structure (syntax), word meaning (semantics) and social appropriateness (pragmatics).

English as an international language becomes very important to learn because English is the most used worldwide covering various aspects of life. English has an important role for communication in making relationship with others from different countries, such as in trade, tourism, diplomacy, culture, science, and technology. As the world's lingua franca, English is not only the academic

requirements for mastery is only limited to the aspects of language knowledge but as a global communication medium.

Thus, Indonesian people as part of world community need to master English. There are four skills in learning English that must be recognized by students. Those are reading, writing, listening, and speaking. Reading skill is the ability to read what written in English. Writing skill is the ability to express their ideas in English written. Listening skill is the ability to comprehend what is simply or shortly said to the students in English. Speaking skill is the ability to produce what they want to say in English, as well as to pronounce any English words they want to utter accurately.

In reading, there are also another type of text that have been taught, such as procedure text, report text, recount text, narrative text, and descriptive text. Descriptive text is a text that reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time.

The different pronunciations or different sounds will cause different meanings. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. It is very important to study pronunciation since what we pronounce reflects the meaning of something. The different ways in pronouncing phonemes in English will cause different meanings of words also Javanese vowels and English vowels has a different sounds. Sometimes teacher let their students utter incorrect pronunciations and did not make some corrections to them. Therefore, untill they become adult, their pronunciation often make mistakes because of their habit to pronounce the incorrect pronunciation.

In conducting the research, the writers take theories which are used as a foundation to run the research in sequence. Those theories are related to pronunciation, English vowels, and descriptive text. The details of the literature as follows.

1. Pronunciation
   According to Mustari (2010:10), pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard, can also the act of articulating a sound or word. Pronunciation refers to the way a word or a language is spoken or the manner in which someone utters the word. Pronunciation is the knowledge of how to say a word – that is how to pronounce it (Harmer, 2001: 26).
2. English vowels
   According to Ogden (2009:56), vowels play a central role in the phonetics of English. While words can consist of vowels alone (e.g. ,,eye'',''awe''), they cannot consist of consonants alone. Simple vowels do not show a noticeable change in quality, the vowels of *pit, cat*, *dog, set, but, put*, and the first vowel of

suppose are all simple vowels. According to (Daniel in Puspita, 2007:20), a vowel is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing.

3. Descriptive text

   According to Knapp and Watkins (2005:97) states that describing is also a central feature of narrative text providing the means for developing characterization, sense of place, and key themes. In addition, Zemach (2005:25) also states that descriptive paragraph explains how someone or something looks or feels.

METHOD

This research type was descriptive qualitative. The object of this study was the students of second semester and fourth semester of Java Language Education of Purworejo Muhammadiyah University.

In collecting data, the writers used two kids of instruments. The main instrument was the writers themselves and the secondary instrument was pronunciation test and questionnaire. The steps in collecting data was making the research instruments, making appointment with the students, giving pronunciation test and questionnaire to the students and receiving students recording via WhatsApp. To analyze the data, the writers listened the recording, made a phonetic transcriptions and checked the pronunciation by *Oxford Advanced Learner's Dictionary and Electronic Dictionary of Cambridge Advanced Learner's Dictionary*.

RESULT AND DISCUSSION

From the data, the writers got the data and it will be discussed below.

The writers used certain criterion based on Best's (2006) in order to know how well the students pronounced the English vowel sound. The researcher summerized the difficulty made by the students, there are 231 errors in pronouncing English vowels made by the students. The percentage of errors made by students in pronouncing English vowels are; /e/ : (9,75%), /æ/ : (8,53%), /ə/ : (82,9%), /ʊ/ : (3,65%), /ɒ/ : (39%), /ʌ/ : (12,2%), /ɜ:/ : (15,85%), /ɑ:/ : (6,09%), /ɔ:/ : (14,63%), /i:/ : (43,9%), /u:/ : (4,87%), /ɪ/ : (40,24%).

Based on the data and the questionnaire analysis above the writers can conclude that pronunciation was perceived by students as difficult material because they often use Javanese and they did not understand about English pronunciation, some English vowels does not exist in Javanese vowels and they did not understand about English vowels.

CONCLUSIONS

Based on the data, the writers may draws conclusions as follows.

1. Students have difficulties in a process of reading descriptive text. Based on the result of the analysis, the researchers conclude that the most difficult English vowels sound pronounced by the students are /ə/ /i:/ /ɪ/ and /ɒ/.
2. The causes of the difficulties are: The students still confused to understand English text, and also the pronunciation of English vowels. The difficulties are mostly caused by the lack of knowledge in English vowels, and they often use Javanese in daily activities. Students' native language does not have the same sounds as English sounds. The difficulties were caused by the lack of practice in reading English text.

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