THE PRONUNCIATION PROBLEMS OF ENGLISH VOWEL SOUNDS: A CASE STUDY IN ENGLISH IMMERSION PROGRAM AT MERAH PUTIH INTERNATIONAL LANGUAGE SCHOOL PALOPO

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Abstract

This research aimed to find pronunciation problems in English vowel sounds experienced by students in English immersion program at Merah Putih International Language School Palopo or the kinds of problems committed by students in English monophthongs. This research implemented a case study method. The subjects of this research were the students who took the English Immersion program at Merah Putih International Language School Palopo, and they are at the same semester at their campus. The Instruments used for collecting the data were researcher, recording and dictionary analyzed descriptively. The researcher found that students committed 4 kinds of pronunciation with the other existing cases, namely (1) the existence of the phonetic alphabets from the foreign sounds, (2) the different distribution of sounds that similar in phonetic features, (3) two languages with similar sounds which differ only slightly in their phonetic features, (4) a cluster of sounds in some English words and the other existing cases. It iwas concluded that all kinds of pronunciation problems appeared for all short monophthongs /ɪ/, /ʊ/, /e/, /ə/, /ɒ/, /ʌ/, /æ/ and all long monophthongs /iː/, /uː/, /ɜː/, /ɔː/, /ɑː/ in variety ways.
Keywords: Pronunciation problems, English monophthongs, English course students of Palopo, English immersion program

INTRODUCTION

Pronunciation is one of language components focusing on how the words or sentences are produced. Hornby (2000) defines pronunciation as: 1) the way in which a language or a particular word or sound is pronounced; 2) the way in which a

particular person pronounces the words of a language. Jenkins (1998) indicates that the intention of pronunciation is to make the students able to pronounce the target language correctly in order to get message across their listener. Being an intelligible speaker is to understand and to be understood (Abercrombie, 1991). In expressing the ideas and feelings in spoken language, students should be able to make the listeners understand what they are trying to express to avoid misunderstanding. It is clear that pronunciation is the way how students articulate words or sounds correctly as one of the components of language for exchanging information clearly.

Some studies have demonstrated that students who learn English faced some problems of pronunciation. Carter and Nunan (2001) noted that the errors of pronunciation that learners of English from different language backgrounds are systematic and not accidental. So they concluded that the main problem of the speakers of other languages who speak English, is substitution of sounds i.e. they substituted the sounds that they did not have in their native language, with other sounds which were close to theirs in the place of articulation e.g. they replaced /θ/ with /t/ and /ə/ with /ɒ/ in the word "Method". The correct pronunciation is /ˈmeθəd/ but it is pronounced /ˈmetɒd/ by the students etc. Awan, et al (2016) noted the fact crystal clear that students' pronunciation is not up to the mark and they face a lot of problems in pronouncing English vowel sounds especially in producing diphthongs like in the word "Station" /ˈsteɪʃən/ pronounced /ˈsteʃən/ because in teaching English language, pronunciation is neglected aspect.

Problems in language learning and teaching are the natural phenomenon. They are affected by several factors. Ehrlich and Every (1997) stated that the factors contribute to the inability of the second language learners (also foreign language learners) to acquire the sound system of a second language. According to them, the factors are covered by biological, socio-cultural, personality and linguistic factors. Many researchers found that students' mother tongue or native language is a noticeable factor interfered the pronunciation of the target language.

Some pronunciation problems existed on the English students in Indonesia. All the studies above might have different problems from the context of this research because different source language had some different pronunciation problems in target language. Wijana (2003) stated Indonesian belongs to the language of six vowels respectively /i/, /u/, /e/, /o/, /a/, and /ə/. Whereas, English has twelve

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monophtongs respectively /iː/, /ɪ/, /e/, /æ/, /ɜː/, /ə/, /ʌ/, /ɑː/, /uː/, /ɔː/, /ʊ/, /ɒ/. Rachman, A., Hidayat, R., Nugroho, H. A (2017) stated that the Indonesian vowels /e/, /ə/ and /ɛ/ generally have different characteristic value from each other. Because of those differences, it may have correlation with the most popular theory about pronunciation problems in Indonesia by Ramelan (1994). He stated that there are 4 pronunciation problems, namely (1) the existence of the phonetic alphabets from the foreign sounds, (2) the different distribution of sounds that similar in phonetic features, (3) two languages with similar sounds which differ only slightly in their phonetic features, (4) a cluster of sounds in some English words.

In the field of English pronunciation had also been observed by several researchers. Elkhair (2014) found that the problems with the pronunciation of English vowels had more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. He also concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation. In Indonesia, Silalahi (2016) found that EFL context mispronunciations are generally caused by several reasons. Firstly, the students follow or apply the pronunciation of basic words. Secondly, students tend to use their native phonotatic rule. Thirdly, the mispronounce words are rarely used by the students. Lastly, they imitate the wrong pronunciation from their teacher.

Off those aspects of pronunciation problems above, the researcher found phenomena that the students made mistakes not only on some English consonant sounds but also vowel sounds which were performed in learning process. As a teacher of pronunciation, the researcher were interested to explore the kinds of English pronunciation problems based on Ramelan's theory (1994), because in this context, the researcher found that some students had similar enough phenomena categorized by Ramelan on vowel sounds. This research focused on the vowel sounds, particularly on monophthongs that were explored. Therefore, the researcher interested to conduct the research entitles "The Pronunciation Problems of English Vowel Sounds: A Case Study in English Immersion Program at Merah Putih International Language School Palopo".

A. RESEARCH METHOD

A case study was used in this research by deep investigation of the case as a kind of qualitative research. It was used to understand the phenomenon by addressing the question based on the theory or ideas directly to the source of information. A qualitative descriptive is purely data-derived in that codes are generated from the data in sources of the study, Lambert & Lambert (2012). The representation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the data is organized in a logical manner. A qualitative descriptive was implemented to investigate pronunciation problems related to Ramelan's theory (1994) on English monophthongs performed by students at English Immersion Program, Merah Putih International Language School Palopo.

The data of this research were taken from transcription of the original recorded data of the students at English Immersion Program, Merah Putih International Language School Palopo. In this case, the students' final test of pronunciation lesson and daily activities during the program were analyzed to support the data of pronunciation problems. The students of this examination were from the same semester of their institution which numbered about five students to be analyzed, because the five students were the minimum students to be accepted in this English Immersion Program. This examination required the students to pronounce all word and sentence lists given by the teachers. Automatically when giving the tests, the students had to pronounce them in English.

To collect the data, the researcher himself was with the students during the program in which the subjects of the program were studying and performing English. The data-collecting process in this research was done by recording the practices of pronunciation performed by students during the program and by recording some questions asked by the researcher. Then, the Cambridge Advanced Learner's Dictionary Third Edition was used to determine the Received Pronunciation (RP) and mispronounced words.

In analyzing the data, the researcher analyzed the data systematically by using the following steps: The first, the researcher made the transcription from the recorded data, and then the researcher presented the data that contain the pronunciation mistakes on monophthongs happened in students-final test of pronunciation lesson and analyzed how mispronounced sounds were made. To check off the accuracy of the analysis, The Cambridge Advanced Learner's Dictionary Third Edition and theory

of English phonetics and phonology proposed by Frompkin, et al, (2011) and Kelly, (2000) were used as the determinants to disclose the accuracy of the analysis. The second, the researcher analyzed and described the data which refer to the pronunciation problems based on Ramelan's theory (1994). The third, the interview data were analyzed by model of Miles, Huberman and Saldana (2014), namely: data condensation, data display, and conclusion drawing and verification.

B. FINDINGS AND DISCUSSION

The findings and discussion are presented as research question. How do pronunciation problems occur on English monophthongs at English Immersion Program, Merah Putih International Language School, Palopo?

The Kinds of Pronunciation Problems on English Monophthongs

In presenting the kinds of pronunciation problems, the researcher took 5 students' transcription data above as supported data in this section. The data showed different monophthongs produced by the respondents and researcher found some cases like Ramelan (1994) categoried, namely (1) the existence of the phonetic alphabets from the foreign sounds, (2) the different distribution of sounds that similar in phonetic features, (3) two languages with similar sounds which differ only slightly in their phonetic features, (4) a cluster of sounds in some English words, and the other cases.

a. The Existence of the Phonetic Alphabets from the Foreign Sounds

The tables show that the existence of the phonetic alphabets from the foreign sounds can be found in /ɪ/, /ɜː/, /ʌ/, /æ/, /ə/ and /ʊ/ sounds.

Table 4.2.1 The Existence of the Phonetic Alphabets from the Foreign Sounds in the Words

Monophthongs	Words	Positions	Correct	Respondents	Utterance
/ɪ/	Event	Initial	/ɪˈvent/	1	/ˈevent/
/ɜː/ BrE /ɜ˞ː/ AmE	Blur	Final	/blɜː(r)/	1 2	/bluː(r)/ /bluː(r)/
/ʌ/	Blood	Medial	/blʌd/	2 4	/bluːd/ /bluːd/

Table 4.2.2 The Existence of the Phonetic Alphabets from the Foreign Sounds in Setences

Sentence	Correct	Respondents	Utterance

Sam is at the annual gathering.	/sæm ɪz æt ði: ˈænjuəl ˈgæð(ə)rɪŋ/	2	/sʌm ɪs ʌt də ˈɪn*ual ˈgətrɪŋ/
The woman had some problems in her apartment.	/ðə ˈwʊmən hæd sʌm ˈprɒbləmz ɪn hɜː(r) əˈpɑːtmənt/	1	/də ˈwomən hæd sʌm ˈproblem ɪs hɪr əˈpɑːrtmən*/

Different elements in sound system between the native and foreign language may be of several kinds. In this finding, there were several cases which are shown on the list below and indicated as its case.

1) Event /ˈevent/

Table 4.2.1 shows respondent 1 pronounced word **"Event"** /ɪˈvent/ incorrectly but she pronounced the word **"Event"** /ˈevent/. This was happened because in respondent's language system there was no sound /ɪ/. So, it made her difficult to pronounce that word, in this case she tended to pronounce it by /ˈevent/ which had similar sound with her native language system and was difficult to come out of her habit in pronouncing the word like it was read in her native language system.

2) At /ʌt/

Table 4.2.2 shows respondent 2 made mistake when he pronounced the word **"At"** /æt/. She did not pronounce the sound **"/æ/"** correctly based its pronunciation in English. She tended to pronounce the word that beginning with /ʌ/ sound like her native language system. Since the "/æ/" had been a vowel in English sound system that did not exist in the Indonesian language, so the speaker of which an Indonesia was having trouble for uttering the word **"At"**. She tended to pronounce the word that beginning with /ʌ/ sound like her native language system.

3) Blur /bluː(r)/

Based on the above utterance in table 4.2.1, respondent 1 and 2 pronounced the word **"Blur"** /bluː(r)/. They should pronounce this word **"Blur"** /blə(r)/. This was happened when pronouncing the sound **/ə(r)/** for the signal **"UR"** interfered by their language system, because they did not noticed the signal that they had learnt and it was happened because they might never look up the way word pronounced in dictionary or their electronic tools. They should pronounce this word Blur /blə(r)/.

4) Problem /ˈproblem/

Table 4.2.2 shows that respondent 1 made mistake when she pronounced the word **"Problem"** /ˈproblem/. The speaker should pronounce that word /ˈprɒbləmz/ as its pronunciation in English. Due to lack of ability to pronounce target sound **/ə/**, she

seldom pronounced sound in their native language. Commonly, she pronounced the letter **"E"** by sounding /e/ in her native language.

5) Blood /blu:d/

Table 4.2.1 shows us that respondent 2 and 4 pronounced the word **"Blood"** /blu:d/ as pronounce the word with the signal of **"OO"** letters in the word School /sku:l/. In fact that **"OO"** signal is not always pronounced /u:/ but it can also be pronounced /ʌ/. The respondents should pronounce that word **"Blood"** /blʌd/ as its pronunciation in English. It can happen because in Indonesian language because there was no sound phonetic alphabets that have differences between how it is written and how it is pronounced. So, that was why they sometimes made a mistake when pronouncing the word.

b. The Different Distributions of Sounds that Similar in Phonetic Features

The tables show that the different distributions of sounds that similar in phonetic features can be found in /æ/, /i:/, /ɑ:/, /ɔ:/, /ʊ/ and /u:/ sounds.

Table 4.2.3 The Different Distributions of Sounds that Similar in Phonetic Features in the Words

Monophthongs	Words	Positions	Correct	Respondents	Utterance
/æ/	Apple	Initial	/ˈæpl/	5	/ˈepl/
	Black	Medial	/blæk/		/blek/
/ɑ:/ BrE /ɑ:r/ AmE	Dance	Medial	/dɑ:ns/	1	/dense/
/ʊ/	Bullet	Medial	/ˈbʊlɪt/	4	/ˈbʌlɪt/

Table 4.2.4 The Different Distributions of Sounds that Similar in Phonetic Features in Setences

Sentence	Correct	Respondents	Utterance
I eat cheese on the beach for free.	/aɪ i:t tʃi:z ɒn ðə bi:tʃ fɔ:(r) fri:/	1	/aɪ i:t kəs ɒn də bek fɔ:(r) fri:/
		2	/aɪ i:t tʃi:s ɒn de beks fɔ:(r) fri:/
I saw the audience at the corner of the hall.	/aɪ sɔ: ði: ˈɔ:diəns æt ðə ˈkɔ:nə(r) ɒv ðə hɔ:l/	1	/aɪ saʊ də ˈaʊdiens et deɪ ˈkerner ɒf tə həl/
Few rooms are cool.	/fju: ru:mz ɑ:(r) ku:l/	1	/feʊ roms ɑ:(r) ku:l/

Another learning problem was caused by sounds which have the same phonetic features in both languages but differ in their distributions – that is, when and

where they may occur in an utterance. In this finding, there were several cases which are shown on the list below and indicated as its case.

    1) Beach /bek/ and /beks/

Table 4.2.4 shows that respondents 1 and 2 pronounced target sound incorrectly. Respondent 1 and 2 did mispronunciation in the word **"Beach"** /biːtʃ/ pronounced /bek/ by respondent 1 and /beks/ by respondent 2. It means **"EA"** letters in the words **"Beach"** thought as a signal by the respondent 1 and 2 for the sound /e/, but **"EA"** letters could be pronounced /e/ sound like the words **"Ready"**, **"Head"** and **"Heavy"**. As a result, that inconsistency of English signal to the sound could make respondents do mispronunciation.

    2) Apple /ˈepl/ and Black /blek/

Table 4.2.3 shows respondent 5 pronounced the word **"Apple"** and **"Black"** in inappropriate way, they were pronounced /ˈepl/ and /blek/. Based on the standard pronunciation of the word **"Apple"** and **"Black"**, it should be pronounced as /ˈæpl/ and /blæk/ but respondent 5 substituted target sound to closely similar sound with her native language system. The pronunciation mistakes of this word happened because in respondent native language there was no sound /æ/. It made her tend to pronounce the sound with closely similar sound with her native language system.

    3) Dance /dense/

Table 4.2.3 shows respondent 1 pronounced the word **"Dance"** in inappropriate way. It should be pronounced /dɑːns/ not /dense/. Respondent pronounced /e/ in medial position of the word **"Dance"** /dɑːns/ influenced by what they commonly heard when people around them pronounce Dance. The pronunciation mistakes of this word happened because the speaker did not know that in English the pronunciation the letter **"A"** was not always pronounced /e/ but it can be read in the other ways. The second mistake was happened because the respondent usually pronounces the letter in the last word in her native language.

    4) Corner /ˈkerner/

Table 4.2.4 shows that respondent 1 pronounced /ɔː/ sound in the word **"Corner"** /ˈkɔːnə(r)/ by saying /ˈkerner/. It indicated that the respondent 1 was influenced by the sound coming after the consonant **"N"**. The pronunciation mistakes of this word happened because the speaker were seldom practicing that the habit they did like practicing the word **"Ember"** and **"Tempe"** in Bahasa Indonesia was

different from English pronunciation.

　　5)　Bullet /ˈbʌlɪt/

As seen from the table 4.2.3, Respondent 4 pronounced /ʌ/ in medial position of target sound in the word **"Bullet"** /ˈbʊlɪt/ influenced by the familiar signal of the letter **"U"** but she did not realize that the sound produced was wrong and it was sounded /ˈbʌlɪt/ like the signal **"U"** in the words **"But", "Number", "Study" and "Lucky"**.

　　6)　Room /rɒms/

Table 4.2.4 shows that respondent 1 did mistakes in the word **"Rooms"** /ruːmz/. The word **"Rooms"** was pronounced /rɒms/ by respondent 1. The word **"Rooms"** was pronounced /rɒms/ by respondent 1 because she did not know how to differentiate between **"O"** and **"OO"** signals and she might think that it was like the **"O"** signal in the word **"Lock"** /lɒk/ and **"Box"** /bɒks/.

c.　Two Languages with Similar Sounds which Differ Only Slightly in their Phonetic Features

The tables show that two languages with similar sounds which differ only slightly in their phonetic features can be found in /e/, /ɒ/, /ɔː/ and /ʊ/ sounds.

Table 4.2.5 Two Languages with Similar Sounds which Differ Only Slightly in their Phonetic Features in the Words

Monophthongs	Words	Positions	Correct	Respondents	Utterance
/e/	Ready	Medial	/ˈredi/	3	/ˈriːdi/
/ɒ/	Offer	Initial	/ˈɒfə(r)/	1	/ˈoʊfə(r)/
/ɔː/ BrE	Wall	Medial	/wɔːl/	1	/wɑːl/
/ɔːr/ AmE				2	/wɑːl/
/ʊ/	Good	Medial	/gʊd/	1	/guːd/

Table 4.2.6 Two Languages with Similar Sounds which Differ Only Slightly in their Phonetic Features in Setences

Sentence	Correct	Respondents	Utterance
Everyday, he sleeps on the best bed.	/ˈevrideɪ hiː sliːps ɒn ðə best bed/	1	/ˈevrideɪ hiː sliːp* on deɪ bəs* bɪd/

Another difficulty may be caused by similar sound in the two languages which differ only slightly in their phonetic features. In this analysis, there were several cases discussed in this chapter. In the list below, the data were presented in brief explanation.

1) Ready /ˈriːdi/

As seen from the table 4.2.5, respondent 3 did a mistake in pronouncing *"Ready"* /ˈredi/ substituted by /ˈriːdi/. According to the results above, respondent 3 pronounced Ready /ˈriːdi/ in medial position like the signal of *"EA"* letters in the word *"Dream"* /driːm/. In fact that *"EA"* signal is not always pronounced /iː/ but it can also be pronounced /e/.

2) Offer /ˈoʊfə(r)/

Table 4.2.5 shows that respondent 1 did a mistake in pronouncing *"Offer"* /ˈɒfə(r)/ substituted by /ˈoʊfə(r)/. Respondent pronounced *"Offer"* /ˈɒfə(r)/ in initial position like the signal of *"O"* letter in the word *"Open"* /ˈoʊp(ə)n/. In fact that *"O"* signal is not always pronounced /oʊ/ but it can also be pronounced /ɒ/. Based on the utterance, she pronounced the word *"Offer"* in inappropriate way because the target sound /ɒ/ was never being exercised and it was easy for her to change the sound with the letter signal *"O"*.

3) Wall /wɑːl/

As seen from the table 4.2.5, respondent 1 and 2 did a mistake in pronouncing *"Wall"* /wɔːl/ substituted by /wɑːl. Respondents pronounced *"A"* letter in word *"Wall"* like it is pronounced in their language system. Based on the utterances, the respondents pronounced the word *"Wall"* in inappropriate way. It was happened because the most words in their language system were applied as they were written.

4) Good /guːd/

Table 4.2.5 shows for the word *"Good"* /gʊd/, respondent 1 pronounced it /guːd/. Based on the utterance, she pronounced the word *"Good"* in inappropriate way which was /guːd/ Because she as an Indonesian usually pronounces the two letters with the long sounds, as in adopted word from Saudi Arabia *"Suuzan"*, *"Taala"* etc.

d. A Cluster of Sounds in Some English Words

The tables show that a cluster of sounds in some English words can be found in /ʌ/, /ɑː/, /ɔː/ and /uː/ sounds.

Table 4.2.7 A Cluster of Sounds in Some English Words

Monophthongs	Words	Positions	Correct	Respondents	Utterance
/ʌ/	Blood	Medial	/blʌd/	1	/blɔːd/

Table 4.2.8 A Cluster of Sounds in Some English Words in Setences

Sentence	Correct	Respondents	Utterance
My ugly cousin will come on Sunday if it is sunny.	/maɪ ˈʌgli ˈkʌz(ə)n wɪl kʌm ɒn ˈsʌndeɪ ɪf ɪt ɪz ˈsʌni/	1	/m*iː ˈʌgli ˈkaʊz(ə)n wɪl kʌm ɒn ˈsʌndeɪ ɪf ɪt*s ˈsʌnni/
		3	/maɪ ˈʌgli ˈkaʊs(ə)n wɪl kʌm ɒn ˈsʌndeɪ ɪf ɪt ɪs ˈsʌni/
I will ask my aunt about that dance.	/aɪ wɪl ɑːsk maɪ ɑːnt əˈbaʊt ðæt dɑːns/	1	/aɪ wɪl ɑːks maɪ aʊnt əˈbaʊt det dense/
		2	/aɪ wɪl ɑːsk maɪ aʊnt əˈbaʊt det dens/
		3	/aɪ wɪl ɑːsk maɪ aʊnt əˈbaʊt det dɑːns/
		4	/aɪ wɪl ɑːs* maɪ aʊn* əˈbaʊt ðæt dæns/
I saw the audience at the corner of the hall.	/aɪ sɔː ði: ˈɔːdiəns æt ðə ˈkɔːnə(r) ɒv ðə hɔːl/	1	/aɪ saʊ də ˈaʊdiens et deɪ ˈkerner ɒf tə həl/
		2	/aɪ saʊ deɪ ˈaʊdens iːt deɪ ˈkɔːrnə(r) ɒf de hʌl/
		3	/aɪ saʊ de ˈaʊdiəns et de ˈkɑːrnə(r) ɒf de hʌl/
		4	/aɪ saʊ de ˈɔʊdiəns æt ðə ˈkɑː(r)nə(r) ɒv di: hʌl/
		5	/aɪ saʊ də ˈaʊdiəns et ðə ˈkɔːnə(r) ɒv də hɔːl/

Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds. In this analysis, there were several cases discussed in this chapter. In the description below, the data was presented in brief explanation.

1) Blood /blɔːd/

As seen from the table 4.2.7, target sound /ʌ/ was not able to give the correct pronunciation. Respondent 1 did a mistake in pronouncing Blood /blʌd/ substituted by /blɔːd/. Respondent 1 pronounced /ʌ/ in medial position of the word Blood /blʌd/ influenced by her native language system and it was pronounced Bl**oo**d /blɔːd/ like the signal **"OO"** in her native language with a long sound. In fact that **"OO"** signal in English is not always pronounced /ɔː/ but it can also be pronounced /ʌ/.

2) Cousin /ˈkaʊz(ə)n/ and /ˈkaʊs(ə)n/

Table 4.2.8, shows that respondent 1 and 3 did mispronunciation for /ʌ/ sound in the word **"Cousin"** /ˈkʌz(ə)n/ pronounced /ˈkaʊz(ə)n/ by respondent 1 and /ˈkaʊs(ə)n/ by respondent 3. It could be seen for this case that a diphthong in respondents' written language system always been pronounced diphthong. It is different from English because English has different language system. For example, **"OU"** signal in the words **"Touch"**, **"Young"** and **"Country"** are pronounced /ʌ/ not /aʊ/, but for this case the respondents had knowledge about pronunciation lesson and they thought that all **"OU"** signal was read like the sound in the words **"Cloud"**, **"Thousand"** and **"Around"** pronounced /aʊ/.

3) Aunt /aʊnt/ and **/**aʊn*/

Table 4.2.8 shows that respondent 1, 2, 3 and 4 did the same mistake for target sound /ɑː/ in initial position of the word **"Aunt"** /ɑːnt/ in sentence. The case here shows that respondent 1, 2, 3 and 4 did mispronunciation for target sound /ɑː/ pronounced /aʊ/ in the word **"Aunt"** /ɑːnt/. They did it by producing target sound like they read in her native language system. It could be seen from this case that a diphthong in respondents' written language system are always pronounced diphthong and it did not prove that in English sound, **"AU"** signal can be pronounced /aʊ/.

4) Saw /saʊ/

Table 4.2.8 shows that all respondents did the same mistake for target sound /ɔː/ in final position of the word **"Saw"** /sɔː/ in sentence. According to the results, it could then be said that all respondent did mispronunciation in the word **"Saw"** /sɔː/ pronounced /saʊ/. They pronounced target sound like their language system and it could be said from this case that a diphthong in respondents' written language system are always pronounced diphthong, in fact that **"AW"** signal cannot be pronounced /aʊ/.

e. Other Existing Cases

The tables show that the other existing cases can be found in /e/, /æ/ and /iː/ sounds. For these cases, the researcher intends that the further researcher can explore the cases.

Table 4.2.9 Other Existing Cases in Some English Words

Monophthongs	Words	Positions	Correct	Respondents	Utterance
/e/	Every	Initial	/ˈevri/	1	/əˈvəri/
/æ/	Apple	Initial	/ˈæpl/	1	/ˈeɪpl/
				2	/ˈaɪbl/

Table 4.2.10 Other Existing Cases in Some English Words in Setences

Sentence	Correct	Respondents	Utterance
I eat cheese on the beach for free.	/aɪ iːt tʃiːz ɒn ðə biːtʃ fɔː(r) friː/	1	/aɪ iːt kəs ɒn də bek fɔː(r) friː/
Sam is at the annual gathering.	/sæm ɪz æt ðiː ˈænjuəl ˈgæð(ə)rɪŋ/	1	/sʌm ɪs eɪt də ˈen**ʌl ˈgət(ə)rɪŋ/
		2	/sʌm ɪs ʌt də ˈɪn*ual ˈgətrɪŋ/
		3	/sem ɪz et de ˈen*uəl ˈgetherɪŋ/

In this analysis, there were several cases which would be discussed in this chapter as other existing cases. In the list below, the data were presented in brief explanation.

1) Cheese /kəs/

The complicated latter signal for particular sound can lead to guessing sounds. Table 4.2.10 shows that in the words **"Cheese"** in medial position of the target sound, respondent 1 failed to pronounce the word. According to the result, respondent 1 did mispronunciation in the word **"Cheese"** /tʃiːz/ pronounced /kəs/. It means **"EE"** letters in the word **"Cheese"** thought as a signal by the respondent 1 for the sound /ə/, but it did not show consistency of the respondent 1, because the **"EE"** letters in final position of the word **"Free"** could be pronounced correctly. In learning process, the researcher has observed that respondent 1 was rather difficult to pronounce /ə/ sound and she was struggling to exercise /ə/ sound, so it effected to the final test by her exercise to pronounce /ə/ sound and she thought the **"EE"** signal could pronounce /ə/. In fact, **"EE"** letters do not appear as the signal of /ə/ sound.

2) Every /əˈvəri/

Silent letter signal of the sound could lead to pronunciation problems. Table 4.2.9 shows that respondent 1 did a mistake in pronouncing ***"Every"*** /ˈevri/ substituted by /əˈvəri/. According to the results above, respondent 1 pronounced /ə/ in initial position influenced by the /ə/ sound after /v/ because in her native language system, every vowel sound in a word must be pronounced as in written language and in English it is not. The sound /ə/ before and after /v/ were pronounced the same because in English, students need exercises to pronounce the sound with the same signal into different sound.

3) Apple /ˈeɪpl/

The different distribution of spelling latter to the sound in a word could make students have a pronunciation problem. Table 4.2.9 shows that target sound /æ/ was found as the most difficult to be pronounced in every position of the sound because the sound does not appear in respondents' native language system. Respondent 1 and 3 pronounced /æ/ sound in initial position of word ***"Apple"*** /ˈæpl/ substituted by /ˈeɪpl/. According to the results above, Respondent 1 and 3 pronounced target sound in initial position influenced by the sound like pronouncing ***"A"*** in English alphabet and it was indicated the they were trying to apply what they did in their native language system in English.

4) The /ðə/

The system of linking sounds in a sentence could make students do the pronunciation problems. Table 4.2.10 shows that respondent 1, 2 and 3 did mispronunciation in the word ***"The"*** /ðə/ and /ði:/. If there was the word ***"The'*** was followed by all vowel sounds, so ***"The"*** is not pronounced /ðə/ but turned into /ði:/. Based on the utterance on table 9, the word ***"The"*** was followed by the word ***"Annual"*** /ˈænjuəl/ that was started by the sound /æ/, so it must be pronounced /ði:/. They often did a generalization of the sounds /ðə/ for the word ***"The"*** but did not give an attention to the sounds followed.

The 5 students produced the 4 kinds of pronunciation problems, namely (1) the existence of the phonetic alphabets from the foreign sounds, (2) the different distribution of sounds that similar in phonetic features, (3) two languages with similar sounds which differ only slightly in their phonetic features, (4) a cluster of sounds in some English words, and the other cases. It could be concluded that the kinds of pronunciation problems appeared for all short monophthongs /ɪ/, /ʊ/, /e/, /ə/, /ɒ/, /ʌ/,

/æ/ and all long monophthongs /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/ in variety ways.

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