

## **THE STUDENTS' ABILITY IN PRONOUNCING LONG AND SHORT VOWELS IN ENGLISH VOCABULARY**

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### **Abstract**

Pronunciation test in using the English Pronunciation British application is very important for students but many vocations provide English material that is still general and not specific to the style. This research aimed to determine the students' abilities and mistakes in pronouncing long and short vowels in English vocabulary. The method used in this research is descriptive qualitative. The pronunciation test was used as an instrument for the research. First, a pronunciation test is given to students to read 20 words of vocabulary. Researchers used recordings in the English Pronunciation application to obtain data. Researchers analyzed students' needs using descriptive analysis. According to the research results, the respondent's ability in pronouncing long vowels has a score of 804% and short vowels have a score of 840%. The problem that the respondent is aware of is the pronunciation of long vowels which have a low score. Teachers must be creative enough to design better techniques that can arouse student motivation and encourage students to read more English vocabulary in the pronunciation of long and short vowels.

**Keywords**— Pronunciation Test; Long Vowels; Short Vowels

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### **Introduction**

Pronunciation is the basic and essential skill required for those who want to use English communicatively. As the learners have to know pronunciation is needed to accomplish the purpose of oral communication between the speaker and the listener, Hismanoglu (2006). Because of that, pronunciation is the act or manner of pronouncing words, the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and graphic representation of the way a word is spoken, using phonetic symbols.

One of the problems is dealing with phonetic understanding. Because every English learner has their own phonetic words dealing with their native language such as Javanese, Indonesian, Chinese, Japanese, etc. Hughes et al (2002). In realize the problem here; the teacher should be able to convince students so that they have a willingness to improve their English pronunciation. The pronunciation of teaching is not expected to get students to have native-like pronunciation but students can achieve at least at the minimum requirement of good pronunciation.

Pronunciation refers to the description of sound-symbol phonetically which is described in alphabetical form. Alphabetical consist of two aspects namely consonant and vowel that have the differences in sounds and symbols. From the writer's point of view, pronouncing English vowels seems to be more difficult rather than pronouncing English consonants. It is proved that there are still many students who do not succeed to pronounce English vowels correctly. Researchers did use English British as a phonetic. For example, a lot of students still pronounce the word "that" as /thæt/ or /thAt/ instead of /thæt/.

## Literature Review

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time improving their pronunciation. Pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Gilakjani (2012) states that, good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.

Celce Murcia (2006:117) states that pronunciation is the language feature that most readily identifies speakers as nonnative. attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Because of that, here Kelly (2001:1) is on that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.

Kiswindari (2018) that games significantly could improve the students' pronunciation. Hakim (2012) investigates how to pronounce phonetics /b/, /d/, /g/, /j/, /dʒ/, and /ð/ into English pronunciation for Javanese students, analyses how strong the influence of that phonetics is when they pronounce it, is it influence the meaning of a sentence, or only has a stressing that changing the sounds. Hago and Khan (2015) investigate the difficulties of English pronunciation encountered by Saudi secondary school learners when pronouncing English consonants. It also aims to shed light on the area of the English consonant clusters system. The instruments used for collecting data and information included were questionnaires, classroom observations, and document collections. The descriptive and statistic method was chosen in this research to describe, classify, analyze, and explain the data of the research as it is, then to offer the relevant recommendations. The results show that the participants had difficulties to pronounce eleven consonant sounds which are /p/, /z/, /ŋ/, /r/, /t/, /ʃ/, /θ/, /v/, /k/, /l/, and /d/.

To pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound. There is no one-to-one correspondence between the sound uttered and the letter which appears in the written word. The spelling of "o" in "door" and "fool" shows different pronunciations. The letter "o" in "door" is pronounced as /ɔ:/. On the other hand, the same sound may have the various spelling as the sound /ɔ:/ in "port", "stalk," and "caught." The sound /ɔ:/ is spelled inconsistently. It is represented the letter "o" in, "port," "a" in "stalk," and "au" in "caught." We pronounce those words /p ɔ:t/, /st ɔ:k/, and /kæ:t.

C. Paris (2020) Vowel consist of two parts. They are long vowels and short vowels. The alphabet sounds (when the vowel "says its name") are called long vowels. We call the long because we hold them longer than the short sounds, but they are completely different sounds and not a longer version of the same sound. A short vowel sound is a vowel sound that does not follow this rule. When reading a word that uses a short vowel sound, will say the sound that the letter can make that is not its actual name. /a/ is short and /ā/ is long. Same goes for the rest of the vowels: /A/ and /ā/, pronounced /eɪ/ as in ate or mate. /E/ and /ē/, pronounced /i:/ as in eat or meat (or meet or mete-- all pronounced the same). /I/ and /ī/, pronounced /aɪ/ in mite or might. /o/ and /ō/, pronounced /oo/ as in oats, mote or moat, and, /U/ and /ū/, pronounced /ju:/ in mute.

**A a. Short:** /æ/ **Long:** /ɑ/. **Short:** "fat" **Long:** "fate". **E e Short:** /ɛ/ **Long:** /i:/. **Short:** "wet" **Long:** "wheat". **I I Short:** /e/ **Long:** /i:/ **Short:** "win" **Long:** "wine". **O o Short:** /ɒ/ **Long:** /oo/. **Short:** "bot" **Long:** "boat". **U u Short:** /ʌ/ **Long:** /ju:/. **Short:** "cup" **Long:** "cube". Then, when the syllables end in a vowel and then consonant the vowel is short.

## Research Method

This research is using the qualitative method to students' ability pronounce long and short vowels in English vocabulary and descriptive qualitative as a design. As stated by Robert

and Richard (2008), descriptive qualitative is used in the effort of looking at what was actually happened whether the description in words or numbers. The pronunciation test is used to study students' ability to speak long and short vowels in English vocabulary. According Brown (2004: 3) states the test, in simple terms, is a method for measuring a person's ability, knowledge, or performance in a given domain. According to Puta (2014: 37), the technique of calling data is a way for researchers to collect data from samples, informants, and from objects. Hence, documentation is used in the data. Researchers took data from respondents with pronunciation test results. This technique is used to collect data. The process of arranging data sequences, organizing them into patterns, categories, and basic units of description to analyze the data.

The data from the pronunciation test is checked based on the correct and wrong pronunciation by students. The researcher examined the students' abilities and students' mistakes in pronouncing long and short vowels in English. Then, researchers calculate the students' abilities and errors. The steps in analyzing the collected data in pronunciation test:

$$P = \frac{F}{N} \times 100\%$$

**Where :** P = Percentage  
 F = Frequency  
 N = Number of Students

**Table of Mastery Level How The Students Pronounce  
 The English Vowel Sounds**

Number of Error in Percentage	Level of ability
80 – 100	Very Good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
0 – 39	Very Poor

## Results and Discussion

In qualitative method, the researchers assisted by the English Pronunciation British application is used to assess the pronunciation result of each student and record each student's pronunciation while the pronunciation test is carried out. After the data was carried out with a pronunciation test using the British English Pronunciation application, the researcher found that all students almost had good reading skills. However, all students are more dominant in good pronunciation in short vowels than long vowels. The results of all students as participants in short vowels pronunciation is 840, and long vowels is 804. In the long vowel pronunciation test, 3 (three) students got very good scores and 7 (seven) students got good scores. And on the short vowel pronunciation test, 8 (eight) students got very good scores and 2 (two) students got good scores. These results show the value of students' reading and pronunciation skills in taking the pronunciation test using the English Pronunciation British application. Hutchinson and Waters (1987) and Nunan (2004) to see the needs of students in learning English such as target needs (goals, needs, deficiencies, desires) and learning needs (input, procedures, roles, and roles of students. and the role of the teacher).

The researchers gave 10 students a pronunciation test of 20 vocabulary words to read the words. In this section the researcher collected findings about data related to student needs about English learning materials for students. The study was started by reading the vocabulary on the instruments provided by the researcher to determine the students' ability in pronouncing long and short vowels in English vocabulary. In the pronunciation test, the researcher used the

English Pronunciation British application tool on the cellphone.

The technique in the test as a descriptive qualitative is, each student comes in front of the class and pronounces the word that has been given. The words have pronounced have been recorded by the researcher by using a phone. After that, the researcher wrote the word, then transcribing it, and put in the level of mastery pronounced the word. Here there are the result of the test .

Table of Result of Data Analysis By Oral Test Long Vowels

Respondents' Code	Score Long Vowels	Score Short Vowels
R1	100	82
R2	96	96
R3	78	90
R4	74	80
R5	74	86
R6	78	86
R7	82	82
R8	74	82
R9	78	78
R10	70	70
Total	804%	840%

The students in the pronunciation of a total short vowel of 840% and a total long vowel of 804%. In the long vowel pronunciation test, 3 students got very good scores, and 7 students who got good scores. And on the short vowel pronunciation test, 8 students got very good scores and 2 students got good scores.

Ahmad, (2018) who explained the pronunciation of English students after taking phonetics and phonology was how mastery of English in students was very. The purpose of this study with previous research is to take theories about students' ability to pronounce long and short vowels well, but the authors of this study use a pronunciation test. This application is to improve students' ability in translation in English. This can be proven by the results of the first pronunciation test and the table that has been done, namely in the process of guiding and teaching can also help as determined Brown (2000: 7). Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for students to learn, and asks them to learn. Although pretest is not good, and at posttest, students have more achievements.

## Conclusion

There are two oral English Vowel pronunciation tests, which are Long Vowels and Short Vowels. Based on the result, it can be revealed that the habit of reading vocabulary improves students' English pronunciation. There are several problems that must be fixed by the teacher, because there are some students who think English is very difficult when learning pronunciation. Students can use the English Pronunciation app to improve their skills well and the amount of time spent on routine reading shows a more positive result on their pronunciation. The application of reading phonetic symbols to improve student pronunciation.

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