THE STUDENTS’ ABILITY IN PRONOUNCING LONG AND SHORT VOWELS IN ENGLISH VOCABULARY

Ruslan Hasyim¹, Fatma², Fitriani³, Noventy Irianty Tumbel⁴

¹Universitas Muhammadiyah Sorong, Sorong, Indonesia
²Pascasarjana STIE Panca Bhakti, Palu, Indonesia
³STKIP YPUP, Makassar, Indonesia
⁴Universitas Muhammadiyah Sorong, Sorong, Indonesia

Received: 01/03/2022
Accepted: 21/03/2022
Publication: 01/04/2022

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 80.4% and short vowels have a score of 84.0%. 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

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 /θæt/ or /θist/ instead of /ðæt/.
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 ad suprasegmental features.

Kiswindari (2018) that games significantly could improve the students' pronunciation. Hakim (2012) investigates how to pronounce phonetics /b/, /d/, /g/, /j/, /ʤ/, 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/, /t/, /k/, /f/, /tʃ/, /tʃ/, /l/, /r/, /k/, /ŋ/, 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 “a” in “door” is pronounced as /ɔː/. On the other hand, the same sound may have the various spelling as the sound /ɔː/ in “port”, “stalk,” and “caught.” The sound /ɔː/ is spelled inconsistently. It is represented the letter “o” in,” “port,” “a” in “stalk,” and “au” in “caught.” We pronounce those words /p ɔːr/, /st ɔːk/, and /kæt/.

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 /æ/ as in ate or mate. /E/ and /ē/, pronounced /iː/ as in eat or meet (or meet or mete-- all pronounced the same), /I/ and /ī/, pronounced /ai/ in mite or might. /o/ and /ō/, pronounced /ou/ as in oats, mite or oat and, /U/ and /ū/, pronounced /juː/ in mute.

A a. Short: /æː/ Long: /æ/ Short: “fat” Long: “fate”. E e Short: /ɛː/ Long: /iː/. Short: “wet” Long: “whēt”.

B b. Short: /biː/ Long: /b/ Short: “bot” Long: “bōat”.

C c. Short: /s/ Long: /s/ Short: “cup” Long: “cūbe”.

D d. Short: /d/ Long: /d/ Short: “wet” Long: “wīne”.

E e Short: /ˈɛ/ Long: /i/ Short: “wine” Long: “wīne”. O o Short: /ˈoʊ/ Long: /ou/.

R r. Short: “roll” Long: “rōll”.

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

| 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.

| 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.
References
Ahmad, Y. B. (2018). Teaching English pronunciation of suprasegmental features on students of English education. In SHS Web of Conferences (Vol. 42, p. 00048). EDP Sciences.
Bard, E. G., Sotillo, C., Louise Kelly, M., & Aylett, M. P. (2001). Taking the hit: leaving some lexical competition to be resolved post-lexically. Language and Cognitive Processes, 16(5-6), 731-737.
Brown, H.D (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed). San Fransisco: Pearson Education.
Brown, H. D., & Abeywickrama, P. (2004). Language assessment. Principles and Classroom Practices. White Plains, NY: Pearson Education.
Celce-Murcia, M. (2006). Teaching English as a Second or Foreign Language. Singapore.
Hago, O. E., & Khan, W. A. (2015). The pronunciation problems faced by Saudi EFL learners at secondary schools. Education and Linguistics Research, 1(2), 85-99.
Hakim, (2012). Investigates How To Pronounce Phonetics /b/, /d/, /g/, /j/, /ʤ/, and /ð/ into English pronunciation for Javanese Students in English. Study Program of STAIN Bengkulu.
Hismanoglu, M. (2006). Current Perspectives on Pronunciation Learning and Teaching. Journal of Language and Linguistics.
Hughes, R. (2002). Teaching and Researching Speaking. Harlow: Longman.
Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.
Kiswindari, Cici. (2018). Thesis. Improving the students’ pronunciation thorough homophone games at the second grade students of SMA Asuhan Daya Medan. Medan: Department of English Education, Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera (UIN-SU).
Nunan, D. (2004). Task-based language teaching. Ernst Klett Sprachen.
Pourhosein Gilakjani, A. (2012). A study of Factors Affecting EFL Learners’ English Pronunciation Learning and the strategies for instruction. International Journal of Humanities and Social Science.
Ramelan.(1999). English Phonetics. Semarang: IKIP Semarang Press.
Ruslan, R. (2018). DEVELOPING VOCABULARY MASTERY THROUGH WORD ASSOCIATION BY THE SECOND YEAR STUDENTS OF SMP MUHAMMADIYAH AL AMIN SORONG. Qalam: Jurnal Ilmu Kependidikan, 6(2), 1-5.
Wagner, H., Rehmes, U., Kohle, D., & Puta, C. (2014). Laughing: A demanding exercise for trunk muscles. Journal of motor behavior, 46(1), 33-37.