

**STUDENTS' PROBLEMS IN PRONOUNCING SHORT AND
LONG ENGLISH VOWELS**

An Article

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STUDENTS' PROBLEMS IN PRONOUNCING SHORT AND LONG ENGLISH VOWELS

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Abstrak: Penelitian ini bertujuan untuk mengetahui permasalahan-permasalahan mahasiswa dalam mengucapkan huruf vokal panjang dan pendek dalam Bahasa Inggris. Subjek penelitian ini adalah mahasiswa semester kedua Program Studi Pendidikan Bahasa Inggris. Terdapat 30 mahasiswa yang terlibat dalam penelitian ini. Dalam penelitian ini, peneliti menggunakan metode deskriptif. Data dikumpulkan melalui tes performa menggunakan tes *minimal pair*. Terdapat 15 kalimat untuk setiap mahasiswa dengan total transkripsi fonetik yang dihasilkan sebanyak 900 transkripsi. Data menunjukkan bahwa pada kenyataannya, sebagian besar mahasiswa memiliki masalah dalam mengucapkan huruf vokal panjang dan pendek dalam Bahasa Inggris. Hasilnya menunjukkan bahwa terdapat 483 pengucapan yang benar dari total 900 transkripsi dengan nilai rata-rata 54. Jumlah total dari pengucapan yang salah atas huruf vokal pendek adalah 79 dan untuk huruf vokal panjang adalah 338. Selain itu, dari 30 mahasiswa, hanya 6 orang yang memiliki nilai diatas 60 dan hanya satu orang yang memiliki nilai diatas 75.

Kata kunci: Pengucapan, Huruf Vokal, Minimal Pairs

Abstract: This research aims to find out the students' problems in pronouncing short and long English vowels. The subjects of this research were the second semester students of English Education Study Program. There were 30 students who involved in this research. Here, the researcher applied descriptive study. The data were derived through students' performance test by using minimal pair test. There were 15 sentences with 900 total phonetic transcriptions produced by the overall students. The data revealed that, most of the students have problems in pronouncing short and long English vowels. It was found that there were 483 correct pronunciations out of 900 totals with the mean score were 54. The total numbers for incorrect pronunciation of short vowels were 79 and long vowels were 338. Furthermore, from 30 students, only 6 students with score above 60 and only 1 student with the score above 75.

Keywords: Pronunciation, Vowels, Minimal Pairs

For the students in Indonesia, English is the first foreign language to learn. As the beginner learner of English, the students learn vocabulary, grammar and common expressions for daily use. To complete their understanding, the students also learn pronunciation and spelling to improve accuracy and fluency of their English. Willing (in Chongning, 2009, p. 39) said, "Mastering the sounds and pronunciation of the target language is a high priority for the speaker of English".

One of the reasons is, as suggested by Morley (in Pardede, 2007, p. 4), “Intelligible pronunciation is an essential component of communication competence”. Richard (in Yuniarti, 2009, p. 2) stated that pronunciation is the way a certain speech sounds in the mouth, pronunciation stresses more on the way of sounds are produced by the hearer. Pronunciation is important in English because mispronunciations will make hearer misunderstand about the meaning of utterance. Pronunciation is clearly a central factor in people’s success in making themselves understood.

Many cases of misunderstanding in communication were caused by mispronouncing of some words or improper intonation of the words. If someone pronounces the words *fit* and *feet*, *cut* and *cot*, *pull* and *pool*, for example, with relatively no differences, in some cases can lead to a misunderstanding. Even when the non-native speakers’ vocabulary and grammar are excellent, but their pronunciation is bad, they are unable to communicate efficiently and effectively.

During the process of developing their spoken English, students may find problems in their pronunciation. For example, the problems can be on the differences between the spelling and the pronunciation of the words. One of the problems is when the students want to pronounce English words like “she” [ʃi:] and “thin” [θɪn], they tend to say [si] and [tɪn]. “A genuine pronunciation problem exists when the learners have difficulties in making the required sounds to imitate” (Yuniarti, 2009, p. 2). Some problems that may appear in pronouncing are like the sound [ʊ] as in “full”, comparing to the sound [u] as in “fool”, or sound [ɪ] as in “hit” and [i] as in “heat”. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners’ language and the target language.

On the International Phonetic Alphabet or IPA, (Odden, 2005, p. 39) English consists of twenty eight vowels and fifty eight consonants. The vowels itself are divided into monophthongs or pure vowels and diphthongs. Among those pure vowels that exist in English, there are six pairs of vowels that also known as Short Vowels and Long Vowels, which are: [ɪ], [e], [æ], [ʌ], [ɒ], [ʊ] also known as short vowels and [i:], [ɜ:], [ɑ:], [ɔ:], [u:], [ə:] for long vowels (Roach, 2000, p. 14-19). Delahunty & Garvey (2004, p. 8) said, “Vowels are produced with a smooth, unobstructed airflow through the oral tract. Differences in vowel quality are produced by different shapes of the oral cavity”. Characteristic vowel qualities are determined by (a) the height of the tongue in the mouth; (b) the part of the tongue raised (front, middle, or back); (c) the configuration of the lips; and (d) the tension of the muscles of the oral tract.

In addition, Odden (2005, p. 22) said, “Independent of height, vowels can differ in relative frontness of the tongue”. The vowel [i] is produced with a front tongue position, whereas [u] is produced with a back tongue position. In addition, [u] is produced with rounding of the lips: it is common but by no means universal for back vowels to also be produced with lip rounding. The back vowels, like the front ones, descend from high, through mid, to low, in a continuous sequence. We can observe this by pronouncing the words *coot*, *coat*, and *cot*, and then just their vowels. As we compared [i] and [u] we probably noticed that our lips changed shape as we shifted from the front vowel to the back one. Our lips were rounded

as we produced [u]. They were unrounded (spread or neutral) as we produced [i]. As we moved through the series of back vowels we may also have noticed that lip rounding decreased as we moved from high to low. Three primary heights are generally recognized, namely high, mid and low, with secondary distinctions introduced either under the name tense lax or close open to distinguish vowel pairs such as [i] (seed) vs. [ɪ] (Sid), [e] (late) vs. [ɛ] (let) or [u] (food) vs. [ʊ] (foot), where [ieu] are tense (close) and [ɛʊ] are lax (open). Tense vowels are higher and often less centralized compared to their lax counterparts.

For Indonesian, the vowel length will remain the same to pronounce in any words. Then the problems may appear to the vowel sound length when the Indonesian students, for example, will have to pronounce between short and long vowels as in *seat* and *sit* with first [sit] and the second [sɪt]. They may regard the sounds similarly as just [sit]. In this case, the researcher assumes that it also happens for the pronunciation, that Indonesian perhaps will generalize the English vowels with the Indonesian vowels that they have where only short vowels exist.

In order to know the students' pronunciation of English vowel sounds, the researcher conducted a research especially focused on short and long English vowels. There are many standard types of measurement that the experts meet on checking on pronunciation, for example; Intonation – Listening for Pitch Changes, Stress – Contrasting Nouns, and Meaningful Minimal Pairs (Brown, 2000, p. 288). In this research, since it focuses on short and long English vowels sounds, therefore it use test that can check the differences such as in a test of minimal pairs. McGilvray (2005, p. 112) stated that a minimal pair is a pair of words that differ in a single phoneme and have different meanings. Minimal pairs are often used to show that two sounds contrast in a language, such as *rich* with short [ɪ] - /rɪtʃ/ and *reach* with long [i] - /ri:tʃ/ and other examples of pairs of words. Among short and long vowels which can be minimal pair are vowels with the same pronunciation but only different in length. Therefore, there are three minimal pairs. The first is [ɪ] and [i], the second is [ʌ] and [ɑ], and the last is [ʊ] and [u]. In minimal pairs, as suggested by McGilvray (2005), the advantages that this test can give is it will precisely go to certain vowels that is in comparison only one sound which is different. There is one limitation for this test, that it should be designed in such a way that there will be no ambiguity or two other same vowels that is contested. Therefore, to design this test is not easy. However, the researcher in this case is adapting the materials that is produced by Ladefoged (2010) about short and long English vowels.

The problems that the researcher analyzes here are the quality or how well the students pronouncing short and long vowels and what are the factors which cause the problems in pronouncing those vowels. Pronunciation problems faced by foreign language learners are caused by differences found between the learners' language and the target language. Swan & Smith (2001, p. 279-294), identified the linguistic problems that the Indonesian students may encounter in learning and using the English language are separated into three, they are Phonological aspects, Problems faced by the students during the learning process, and Social aspect.

Generally, in phonological aspects, the Indonesian and English phonological systems are very different. English has 22 vowels and diphthongs and 24 consonants. Indonesian has only six vowels, which are [i], [ə], [ɑ], [o], [u], [e], and three diphthongs. Indonesian has 19 native consonants. (Arabic and English loan sounds of [f], [v], [θ], [ð], [ʃ], [z], [x], have been assimilated into the sound system of modern Indonesian and given variant renderings similar to existing sounds in the language).

Some problems faced by the students during the learning process were: firstly, the students' lack of knowledge of correct pronunciations and the meaning of English words. The examples of that are on the words *abbot* and *gnaw*. The correct pronunciations are [æbət] and [nɑ]. Most of the students did not know the meaning and the correct pronunciation. Secondly, Indonesian learners find problems since there are sounds in English that do not exist in their native language (Ramelan as cited in Puspita, 2006, p. 17). Other pronunciation problem occurs when the sound is not really difficult as such, but the learners are misled by the spelling such as [ʌ] (*up*), [i] (*three*), [æ] (*black*), [ɑi] (*sky*), [ɑu] (*how*). The last, Indonesian words are usually spelt the way they are pronounced; thus English words where the spelling does not match the pronunciation can cause problems. The students find difficulty to pronounce those new sounds as they are not trained to pronounce such sounds since they were children. They were second language learners. They were not expected to pronounce an English word exactly the same as the native speaker of English. They tended to pronounce vowel [æ] as [e] such as the word *Gas*. They pronounced it [gas] or [ges] instead of [gæs]. The other example is the word *Cabin*. Many of the students pronounced the word as [kabin] or [kebin] instead of [kæbin].

In social aspects, Giles (as cited in Ellis, 2003, p. 39) said that when people interact with each other they either try to make their speech similar to that of their addressee in order to emphasize social cohesiveness (a process of convergence) or to make it different in order to emphasize their social distinctiveness (a process of divergence). It has been suggested that L2 acquisition involves 'Long-term convergence'. That is, when the social conditions are such that learners are motivated to converge on native speaker norms (i.e. speak like native speakers) high levels of proficiency ensue, but when the condition encourage learners to maintain their own social in group less learning takes place. According to Giles's theory, then, social factors influence interlanguage development via the impact they have on the attitudes that determine the kinds of language use learners engage in. Other social factor that also influence students' pronunciation fluency is the students prior knowledge of sound production. For Indonesian students, the problem can appear when the sound production material haven't been taught. It is supposed to be taught in senior high school level, integrated with speaking section for example. Outside the classroom learning, the factor may cause the students' problem in pronunciation is how often they use English with other friends in daily conversation. For English Study Program students, they can use english outside the classroom to communicate with each other. Other external factor that may influence students is the support or the use of English at home, whether their family has good English background or

mixed language use between English and Indonesian for family communication. Other environment support that may interfere the student's acquisition of target language is what expert calls as social identity. As Pierce (as cited in Ellis 2003, p. 41-42) explains that language learners have complex social identities that can only be understood in terms of the power relations that shape social structures.

METHOD

A method of this research is descriptive study. "Descriptive research is research that involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection." (Knupfer & McLellan, 1996). Descriptive research also play an important role in educational research; it is essential to understand the nature and function of such research because educational events cannot be reduced to a controlled laboratory environment. Unlike laboratory experiments, the human nature of educational research is critical to the result in descriptive research. Many extraneous variables in educational environments cannot be controlled in a realistic situation.

The population of this research was the second semester students of English Education Study Program in FKIP Untan in academic year 2012/2013. The numbers of students were eighty seven students that are Class A, Class B, and Class C. In this research, the researcher uses purposive sampling. The researcher chooses the second semester students in English Education Study Program in FKIP Untan. The second semester students' are three classes that are Class A, Class B, and Class C. In this research the researcher selected ten students for each class randomly. For this purpose, the total number of the sample on this research was thirty students. Ten students for each class are considered representative to the population being targeted, as Cohen, et al, (2005:93) said, "A sample size of thirty is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data".

The researcher gave a performance test to the participant of the second semester students. Gronlund (1977, p. 87), defined performance test as a test that concern with skill outcome. It focuses on the procedure, the product or some combination of the two. Furthermore, he explains that performance test typically falls somewhere between the usual paper-and-pencil test of cognitive outcomes and performance in the natural situation in which the learning is ultimately to be applied. So the performance test mainly focused on testing the students' oral activity than their written as the learning outcome.

Tool of data collecting in this research is Minimal Pairs Test, a test that focused on the problems of students on short and long English vowels. The test has five sentences for each pairs of short and long English vowels and the total is fifteen sentences that the students have to pronounce correctly.

In order to make this research became more obvious, the steps of data analysis were needed. According to Saleh (as cited in Puspita, 2006, p. 36) there are three ways in analyzing the data:

a. Coding

Coding means to change the information into symbols either in letter or in number. It is necessary to organize the data and to make them easier to be analyzed. Here, the researcher was transcribing phonetically the students' pronunciation into phonetic transcription. The students' errors in pronouncing English Vowels can be identified after listening to the students' pronunciation from the recorded data for several times. In this step, the researcher collaborates with anonymous native speakers from England. She/he listens to the recording and then analyzing which sentences are incorrect according to the key answer.

b. Organizing

After the data were coded, then the researcher organized the data into several divisions based on the pronunciation rubric.

c. Counting

The next step of the analysis is scoring the students' performance where the researcher looks at the individual score, the mean score of the total of the students, and then analyzing the criteria to interpret the final data.

The research was conducted on May 2013. The intended sample was the second semester students of English Education Study Program in FKIP Untan that consists of 30 students. The procedures of the research preparation and implementation that the researcher has done in order to obtain the data were also explain here. The procedures were as follows:

- a. Requesting the reserach permission from the Dean of FKIP UNTAN.
- b. Do a random sampling to choose 30 students out of 87 students.
- c. Asking the students to entered a room one by one for having the test.
- d. Giving a paper of minimal pair test to the students.
- e. Asking the students to read the sentences loudly and precisely while being recorded.
- f. Analyzing the result of the students' test.
- g. Drawing conclusion.

RESEARCH FINDINGS AND DISCUSSION

Previously, the researcher has given a minimal pair test to the Second Semester Students of English Education Study Program in FKIP Untan on May 2013. The test of minimal pairs was conducted in order to obtain the data of the students' problems in pronouncing short and long English vowels. After the test, the researcher analyzed the data. To describe the students' problems in pronouncing short and long English vowels, the researcher made the percentage of correct and incorrect pronunciation in table below.

Table 1 The Total Number and Percentage of Students' Pronunciation

Symbol	Meaning	Number	Percentage
✓	Correct pronunciation	483	53.67%
✗	Mispronounced vowels	365	40.56%
✗	Mispronounced words	52	5.78%
	Total	900	

It was found that, there were 15 sentences with 30 vowels pronounced by 30 students. Therefore, there were 900 phonetic pronunciation transcriptions of English altogether. From those 900 phonetic transcriptions, the researcher found that there were 483 correct pronunciations. The rest of it, 365, were mispronounced vowels and 52 were mispronounced words.

Table 2 The students' individual and mean score

Student's Name	✓	✘	✘	Individual Score
A-01-AF	12	15	3	40
A-02-DJ	14	16	-	47
A-03-AW	14	16	-	47
A-04-FR	17	13	-	57
A-05-P	14	12	4	47
A-06-RV	13	13	4	44
A-07-RA	17	12	1	57
A-08-DS	12	14	4	40
A-09-TW	13	15	2	44
A-10-YS	22	7	1	74
B-01-A	20	10	-	67
B-02-AI	19	10	1	64
B-03-MN	17	12	1	57
B-04-DP	17	12	1	57
B-05-F	23	6	1	77
B-06-FS	10	17	3	34
B-07-I	19	11	-	64
B-08-P	14	15	1	47
B-09-RS	17	13	-	57
B-10-RP	20	9	1	67
C-01-MB	22	8	-	74
C-02-RK	14	8	8	47
C-03-EF	16	14	-	54
C-04-ER	16	14	-	54
C-05-JW	16	14	-	54
C-06-C	13	16	1	44
C-07-MD	14	14	2	47
C-08-NN	13	7	10	44
C-09-NH	18	10	2	60
C-10-SS	17	9	4	57
Total				1623
Mean score				1623/30 = 54

Based on the research findings, it could be seen that many students have problems in pronouncing short and long English vowels. The data shows that there were **483** correct pronunciations out of 900 totals of students' pronunciation. The percentage of students' correct pronunciation is **53.67%** with the mean score of 54. On the other hand, if we see the score for each student there are only 6 students with score above 60 or can pronounce at least 18 vowels over 30. It is very low score, where students and teachers need to pay attention to the pronunciation of English vowels because many students still made incorrect pronunciation of [ɪ], [i:], [ʌ], [ɑ:], [ʊ] and [u:].

Based on each pair that the students have pronounced, the pair of [ɪ] and [i:], [ʌ] and [ɑ:], [ʊ] and [u:], they all have different numbers of incorrect pronunciation. The first was minimal pair of [ɪ] and [i:]. This pair consists of word bit and beat, fit and feet, sit and seat, rich and reach, and also ship and sheep. In the first pair of bit and beat, the total number of students who made incorrect pronunciation of word 'bit' were 2 students and word 'beat' were 18 students. In the pair of fit and feet, the total number of students who made incorrect pronunciation of word 'fit' was only 1 student and word 'feet' were 20 students. In the pair of sit and seat, the total number of students who made incorrect pronunciation of word 'sit' was only 1 student and word 'seat' were 23 students. In the pair of rich and reach, the total number of students who made incorrect pronunciation of word 'rich' was only 1 student and word 'feet' were 24 students. The last, in the pair of ship and sheep, the total number of students who made incorrect pronunciation of word 'ship' were 12 students and word 'sheep' were 17 students.

The second minimal pair was pair of [ʌ] and [ɑ:]. This pair consists of word cut and cot, hut and hot, nut and not, shut and shot, and also cud and cod. In the pair of cut and cot, the total number of students who made incorrect pronunciation of word 'cut' was only 1 student and the word 'cot' were 29 students. In the pair of hut and hot, the total number of students who made incorrect pronunciation of word 'hut' were 4 students and the word 'hot' were 26 students. In the pair of nut and not, the total number of students who made incorrect pronunciation of word 'nut' were 5 students and the word 'not' were 29 students. In the pair of shut and shot, the total number of students who made incorrect pronunciation of word 'shut' were 9 students and the word 'shot' were 29 students. In the pair of cud and cod, the total number of students who made incorrect pronunciation of word 'cud' were 5 students and the word 'cod' were 28 students.

The last minimal pair was pair of [ʊ] and [u:]. This pair consists of word pull and pool, full and fool, hood and who'd, soot and suit, and also could and cooed. In the pair of pull and pool, the total numbers of students who made incorrect pronunciation of word 'pull' were 6 students and the word 'pool' were 18 students. In the pair of full and full, the total number of students who made incorrect pronunciation of word 'full' was 0 students and the word 'fool' were 12 students. In the pair of hood and who'd, the total number of students who made incorrect pronunciation of word 'hood' were 12 students and the word 'who'd' were 26 students. In the pair of soot and suit, the total number of students who

made incorrect pronunciation of word 'soot' were 18 students and the word 'suit' were 29 students. And the last in the pair of could and cooed, the total number of students who made incorrect pronunciation of word 'could' were 2 students and the word 'cooed' were 10 students.

Based on the data, all of the short vowels have lower number of incorrect pronunciation than the long vowels, where the total numbers for incorrect pronunciation of short vowels were 79 and for long vowels were 338. It shows that foreign language students' problems are caused by influence of their L1 which is Indonesian. It is known as a negative transfer and the causes of errors in learning another language, in this case is English. It is because Indonesian and English are different and lead more potential error occurred.

In accordance with the result of the research, the researcher concluded that the Second Semester Students of English Department in FKIP Untan have pronunciation problems in pronouncing short and long English vowels because:

1. The students are confused to distinguish among sound [ɪ], [i:], [ʌ], [ɑ:], [ʊ] and [u:]. This confusion is caused because the students are unfamiliar with the vowels. This problem emerges because of the students did not get a complete learning of the target language itself in this case English. Perhaps the teacher may not teach the students completely about the differences in that language that may lead to the students' lack of knowledge and still unfamiliar about short and long English vowels.
2. Even if some students are familiar with the vowels because they have been introduced in the beginning of their study, they still unable to pronounce the vowels correctly. This is because the students did not do any practice related to pronouncing short and long English vowels whether inside the class or outside the classroom.
3. The students were difficult to say words containing long vowels. It can be seen from table of number of errors per words and categories, that the top fourteen of students' errors were word with long vowels, such as Cot [kɑ:t], Not [nɑ:t], Suit [su:t], Shot [ʃɑ:t], Cod [kɑ:d], Hot [hɑ:t], Who'd [hu:d], Reach [ri:tʃ], Seat [si:t], Feet [fi:t], Beat [bi:t], Pool [pu:l], Sheep [ʃi:p], Fool [fu:l]. This problem emerges because of the first language and also the students' local language (Malay) does not have long vowels. Therefore, it is not very easy for them to be familiar with two vowels; long and short English vowels with the influence of their first language.
4. Another problem emerges related to the students tendency in pronouncing English vowels as the way they pronounce it in Indonesian also happen in words like 'Suit', 'Cud', 'Shot' and 'Ship'. The first, in word 'Suit', some students tend to pronounce it as [sɪt] rather than [su:t] as the correct pronunciation. Some other students pronounce it as [sʊt], this is because the minimal pair for 'Suit' is 'Soot' which makes students think that word with double same vowels must be pronounced long. This make the students try to understand it by the context that after word 'Soot' pronounced long, the other one which is 'Suit' must be pronounced short. The second word is 'Cud' where the students tend to pronounce it with [kʊd] or [kʊd] as the way as Indonesian pronounce 'u' vowel with [ʊ]. The third is 'Shot', also many students pronounce it with [ʊ] and become [ʃʊt] or

pronounce it as the way vowel 'o' may pronounce in Indonesian and become [ʃɒt]. The last is 'Ship' where many students mispronounce it and become [sɪp]. This is because in Indonesian language doesn't have any [ʃ] sound and makes the students generalize it becoming [s] sound.

5. The students tend to pronounce the word longer if the word has double same vowels, even though the word truly is not pronounce long. The students also tend to pronounce every word shortly if they have only one vowel. The word 'Hood' for example, mostly pronounced longer because it has double same vowels rather than word 'Who'd'. It also happened with word 'Soot'.
6. From the top 5 list of words that the students mostly pronounce it wrong, we can see that the vowel is [ɑ:]. The students tend to pronounce words such as 'Cot', 'Not', 'Shot' or 'Cod' with vowel 'o' in it as the way the students pronounce that vowel in Indonesian. Therefore, the transcription mostly [kɒt], [nɒt], [ʃɒt], and [kɒd].
7. Besides it is not familiar for the students to pronounce long vowels, perhaps the students believe that the pronunciation of those short and long vowels English vowels will not matter very much with the meaning as long as they have the context. Therefore, because of that, they are reluctant to make it longer even though they know. It is because the students think that the hearer will still can understand when they look at the words or text that the researcher provides during the test.

CONCLUSION

This study was done to find out the students' ability in pronouncing short and long English vowels and also to describe the factors that caused the students' problems in pronouncing short and long English vowels. From the test, the researcher would like to mention the biggest problem that most of the students cannot do the test. Even though, there are minority around these six students who can passed the test well with only one get score higher than 60, that is 75. With this, I conclude that they do not understand the lesson. It proves that the students have problems in pronouncing short and long English vowels, which are [ɪ], [i], [ʌ], [ɑ], [ʊ] and [u]. Pronunciation problems faced by the students are caused by differences found between the learners' language and the target language. The proportions of incorrect pronunciation between each pair of short and long vowels here are clearly differentiated. The incorrect pronunciations of every long vowel are always bigger than the short vowels. In short, the problem here happened because in students' L1 there are no long vowels. So the students tend to generalize every vowel they want to say into short vowels. Therefore, the students' L1 in this case may influence their target language that is English.

From some mistakes that the students make, where some students pronounce it incorrectly, it shows that the students are still not familiar with the words. The students have tendency to pronounce English vowels as the way they pronounce vowels in their mother tongue. The students also tend to pronounce the word longer if the word has double same vowels, even though the word truly is not pronounce long. The students also tend to pronounce every word shortly if they have only one vowel.

Students' lack of oral activities in pronunciation is also a cause that influences the students' skill in pronouncing short and long vowels. The students here in this research are the Second Semester Students of English Department where they haven't took the major/subject that discusses about pronunciation in deep and they are also lack of listening comprehension practice by themselves besides learning it in the classroom.

Based on the conclusion, the writer would like to suggest several points to improve the students' problems in pronouncing short and long English vowels. The students need to improve their understanding about correct pronunciation and keep practicing it outside the classroom by themselves by using other media. Here, the researcher would like to suggest some practice books that will help the students to gain a better understanding and mastering a good pronunciation. The first is a book by Peter Ladefoged and Keith Johnson in 2010 entitled "A Course In Phonetics-6th ed.". This book provides the reader an introduction to how speech is produced, a description of speech in acoustic terms, and instruction in practical phonetic skills. This book also accompanies with a CD that contains recorded examples of speech sound, not only for vowels but also consonants, diphthong and triphthong, etc. Other books that also recommended for the students are a book by David Odden in 2005 entitled "Introducing Phonology" and a book by April McMahon in 2002 entitled "An Introduction to English Phonology". These two books will help the students in elaborating the aspects of pronunciation and also have a practice parts that including some questions that will measuring the students understanding of each section of the book. Besides books, the students also can consult this recommended dictionary software which specific to pronunciation entitled "EPD-Cambridge English Pronouncing Dictionary-18th ed."

Finally, the researcher would also like to give some recommendations for further research related to this issue. This research focused on findings of the students' problem is pronouncing short and long English vowels. It would be better if there is further research that will develop these findings to analyze and overcome the problems of students' pronunciation of short and long English vowels by using certain technique. The other further research that also can give clearer description of these research findings is by describing the relation and influence of Indonesian language in term of its interference in students' pronunciation of English words. Furthermore, the results of this research can be use by the English Study Program, especially to the lecturers that will be teaching phonology or morphology class so they will have some basic information of their students and how much did the students are capable of in pronouncing short and long English vowels.

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