AN ERROR ANALYSIS OF STUDENTS' ENGLISH VOWEL PRONUNCIATION AT THE SIXTH SEMESTER OF ISLAMIC STUDIES OF INTERNATIONAL CLASS PROGRAM OF STATE ISLAMIC INSTITUTE (IAIN) OF SAMARINDA IN THE ACADEMIC YEAR 2019/2020

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Abstract

Pronunciation is very important to avoid misunderstanding when people are communication. If it pronunciation is wrong, the meaning of the word changes. It can make someone not understand what we are saying. Many students still have error pronunciation. In IAIN Samarinda, Non-English studies are given English lessons like TOEFL, Public Speaking and language intensive. The lesson is not far from pronunciation, grammar, speaking, reading and listening. They are the students of International Class Program (KKI). The objective of research is to know is the students' English vowel pronunciation error at the sixth semester of Islamic Studies of International Class Program of state Islamic institute (IAIN) of Samarinda. The research used descriptive qualitative. The main instrument is test. This research is carried out on the sixth semester students of International Class Program (KKI) of State Islamic Institute of Samarinda in the year 2019/2020. There are 15 students as participants. The result was found that there was an error in pronouncing English vowel. From the most common mistakes, to those that do not occur, are as follow: vowel /ʊə/ had 17 errors in both words, /ʌ/ occurred 15 errors, /ɒ/ occurred 12 errors, /ɑː/ occurred 8 errors, /ə/ occurred 7 errors, /ɪə/ occurred 6 errors, /ɔː/ occurred 4 errors, /eɪ/ occurred 4 errors, /ɔɪ/ occurred 4 errors, /ɛə/ occurred 4 errors, /aɪ/ occurred 3 errors, /aʊ/ occurred 3 errors, /uː/ occurred 2 errors, /ɜː/ occurred 2 errors, /æ/ occurred 2 errors, /ɪ/ occurred 2 errors, /iː/ occurred 1 errors, /ʊ/ occurred 0 errors, /e/ occurred 0 errors, and /əʊ/ occurred 0 errors. The results showed that the participants were more dominant making mistakes in vowels /ʊə/, /ʌ/, and vowel /ɒ/.

A. Introduction

Crystalstates that English is a global language. [1] This statement means that English is global language. It is used by different countries to communicate with people all over the world. Therefore, as an in international language communication is clearly needed by many learners to deliver thought and interact in a variety of situation. At Islamic studies of International Class Program students are required to study English. International class program students do not only learn about compulsory courses, they also are required to be proficient in English. Maybe it's their obligation as an international class program student. They get English lessons like TOEFL, Public Speaking and language intensive. The lesson is not far from pronunciation, grammar, speaking, reading and listening, even taught to speak in English. The competence to speak or communicate using English may not be easy especially for those who are not English Education Department students. English is quite difficult for Indonesian people. In some cases difficulties such as writing and pronunciation are not the same. In relation to communication, it is a two-ways process. Finch states on the one hand we need to be able to use languages to express ourselves to others, and conversely, we need it to understand what they are communicating to us.

Learning English as a second language as well as learning Indonesian language for the majority of students in Indonesia have been widely considered important to the national development. Language is a basic need for human communication in expressing ideas, thoughts and feelings.[2] It functions as a means of communication. Most human knowledge and culture are transmitted through language. Language is means Language is a tool for communicating someone in educational, business or work. In English speaking, someone must be able to say a word or sentence correctly. Pronunciation is very important to avoid misunderstanding when people are communicating. If the pronunciation is wrong, the meaning of the word changes. It can make someone does not understand what we are saying. Steinhauer states, in pronouncing them, vowels are more harder than consonant because vowels are pronounced with the various parts of the tongue moving in open space, so to speak, whereas consonant are pronounced in a parts of the tongue do consistently touch somewhere. So that English learners often meet the problem how to correctly pronounce vowels in English.

There is essentially a one-to-one relationship between spelling and pronunciation in bahasa Indonesian. While in English the 44 different sounds of spelling English are 21 consonant letters make 24 sounds and 5 vowel letters make 20 sounds. It is clear that the vowels will be the most likely cause of pronunciation or spelling difficulties for learners of English.

Cook defined pronunciation as the production of English sounds.[3] Pronunciation is learned by repeating sounds and correcting them when produced

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[1] David, Crystal, *English as a global language*, (New York: Cambridge University Press, 2003),p. 1

[2] Finch, Geoffrey. 2003. *How to Study Linguistic: A guide to Understanding Language*. (New York: Palgrave Macmillan).,p. 35.

[3] Abbas Pourhosein Gilakjani, *What Factors Influence the English Pronunciation of EFL Learners?* Modern journal of Language Teaching Methods (MJLTM, 2016), 314-326.

inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates pronunciation is the production of sounds that is used for making meaning. According to Crystal, the English vowel sound system includes both monopthongs (/iː/, /ɪ/,/ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/)and diphthongs (/ɪə/, /ʊə/, /ɛə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/). according to Richards, the students of English Education Department that had only less of vocal sounds in their mother tongue or second language. It indicates ways of affecting such error.

Therefore, the researcher is interested in conducting a research about an error analysis in pronunciation of English vowel. The students of International Class Program in IAIN Samarinda. Hopefully, the results of this study can be used as reflection and evaluation for International Class Program. Based on the fact, the researcher carries out a research on "An error analysis of students' English vowel pronunciation at the Sixth semester students of International Class Program in the Academic year 2019/2020". The researcher only focus on English vowels pronunciation, there are pure vowels (/iː/, /ɪ/,/ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /ɛə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/). The researcher was conducted in the sixth semester of Islamic Studies of International Class Program of state Islamic institute (IAIN) of Samarinda in the year academy 2019/2020.

B. Previous Study

The first previous study is a research entitled "An Error Analysis in Pronunciation of English Vowels of the first semester students of English Education Department in IAIN Surakarta in the Academic Year 2015/2016". This research is arranged by Latifah Nur Kartyastuti. She graduates from IAIN Surakarta. The researcher objectives are: (1). To identify errors in pronouncing English vowels of the first semester students of English Education Department of Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta in the Academic year 2015/2016. (2). To classify the error by its types in pronouncing English vowels of the first semester students of English Education Department of Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta in the academic year 2015/2016. The research design is descriptive qualitative. It is conducted at first semester students' of English Education Department of IAIN Surakarta. The are 11 students as the participant. The data is obtained by conducting two pronunciation tests. The data is analyzed by using error analysis procedure, identify the error and describing the error.

The second previous study is a research entitled "An Error Analysis in Pronunciation of English Vowels for the fourth semester students of English Education Department. Faculty of Tarbiyah and Teacher Training.State Islamic Institute (IAIN) Tulungagung academic year 2018/2019".This research is arranged by Diah Ayu . She graduates from IAIN Tulungagung. The researcher objectives are: (1). To identify errors in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) Tulungagung. (2). To classify the errors by its types in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of

Tulungagung. Researcher method applied in this research include, Descriptive study with Qualitative approach and Quantitative approach. The subjects of this study were fourth semester students of English Department at IAIN Tulungagung academic year 2018/2019. This researcher used instruments of collecting data is documentation and interview. Analysis data of error analysis data.

The third previous study research is untitled "Error Analysis on Mispronunciation of spoken language made by students at the first semester of English Department of sebelas Maret University in the Academic year 2013/2014". This research is arranged by Hidayah Rohmah. She graduates from Sebelas Maret University. The research design is descriptive. It is conducted at first semester students of English Education Department of Sebelas Maret Unversity. The research objectives are to describe the kind, the frequency, and the causes of errors made by the students in pronunciation and to find the strategies that can be offered to solve the errors. The research conducted by analyzed the error from the collection data. The data obtained by a test. The test is conducted with the help of a tape recorder.

C. Research Methodology

This research will apply qualitative research to describe how is the students' English vowel pronunciation error at Following the understanding of qualitative the sixth semester of International Class Program of state Islamic institute (IAIN). The population in this research is conduct in IAIN Samarinda. The sample of this research is the sixth semester of International Class Program.

The sources of the data in this research are the participants as informant. Hornby state Informant is a person who gives information about something.[4] In this research, the researcher collected information from the participants. The recorded test performance as the main data, are provided by the participants. The recorded test performance had been transcribed by the researcher to simplify in data analyzed. In this research, there are fifteen participant, those are students of sixth semester of International Class Program who participated the tests. In taking the participants, the researcher simply takes the nearest students as the subjects of the research.

In this research, the researcher will use is spoken test as an instrument. Spoken test is not a main instrument that used by researcher to reading a spoken test. Spoken test is used by researcher is a group words consist 40 words. That group of word consists of pure vowels and diphthong. The purpose of data collection is to uncover the fact related to the variables. In this research, the method that used to collect data was documentation. In this study the researcher used voice recorder to collect data during the spoken test to the participant's voice. The recorder was changed into transcription and was analyzed to find which type of vowel that frequent errors in pronunciation. Arikunto stated that there are five methods in data collection: interview, observation, test, questionnaire and documentation.

In collecting the data the researcher had been giving tests to the students, the participants. Spoken test is used by researcher is a group words consist 40 words. That group of word consists of pure vowels and diphthong. The research instrument

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[4] 9S. A Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 1995),p. 1225.

of this study was gained in the form of test. Test is conducted to know where the error occurs.

Test is a technique in evaluating activity in which some of items must be answered by subjects, and then the answer shows their ability (by score). Brown, states that test is a method of measuring a person's ability knowledge, or performance in a given domain. The researcher developed the test as diagnostic test. A diagnostic test is designed to diagnose a particular aspect of a language .In collecting the data the researcher had been giving teststo the students, the participants. The test is oral test. Students read English texts containing lists of English words and all tests recorded.[5]

Ary et al states that data analysis in qualitative can be broken down into four stages they are Coding, Data Reduction, Data Display, and Drawing conclusion or interpretation. The first stage in analyzing qualitative data here involves coding. The most common approach is to read and reread all data and sort them by looking for units of meaning-words, phrase and sentences to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units have the same coding together. It will be easier to read the data. The second step of data analysis is data reduction. Moloeng stated, that reducing the data means summarizing, choosing the main thing, focusing on the important thing, finding the topic and the form. In this stage, the researcher get the data from test with the fifteen students sixth semester of International Class Program of IAIN Samarinda. The result of the test shows the participant of vowel pronunciation error. In this step, the irrelevant data is reduced and the needed data is included. After data reduction the next step in analyzing data is Data Display. Miles and Huberman,[6] points out" looking at displays help us to understand what is happening and to do something- further analysis or caution on that understanding. In this research the researcher will use essay in displaying the data, because it is most common data display used in qualitative research. The last step of data analysis is drawing conclusion. After the data was displayed, then drew a conclusion based on what the researcher found which the most habit and the sources of the participant in learning English that give effect to their pronunciation which causes error in vowel pronunciation. Finally, the researcher can get the result and conclusion of the research.

D. Research Findings and Discussion

1. Research Findings

English has four major word classes: nouns, verbs, adjectives and adverbs. They have many thousands of members, and new nouns, verbs, adjectives, and adverbs are often created. Many words belong to more than one word class. For example fast can be used as an adjective or an adverb.

In this researcher, the researcher found a word of classes contained in the words being tested. The researcher first analysis each word tested in the word

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[5] Donald Ary, *Introduction to Research in Education. Eight Education*. (Canada: Nelson Education, 2010),p. 238

[6] Huberman & Miles, *Qualitative Data Analysis* (Los Angelas: Sage Publication, 1984),p. 51

class category. And then the researcher group according to the word class. In the research found 5 word classes, out of 40 words tested included in the word class: nouns, verbs, adjectives, adverbs, and preposition. In each class these words do not all have the same number of words, in the sense that there is a dominant category in the nouns and there is the least number in the preposition.

According to Crystal, English speakers use both monopthongs (/iː/, /ɪ/,/ ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /ɛə/,/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/,/aɪə/, /ɔɪə/, /əʊə/, /aʊə/)14. In this research, researchers did not use all vowels, but researchers only focused on monopthongs and dipthongs. In this test there are 40 words, in which there are 20 vowels. 12 vowels monopthongs (/iː/, /ɪ/,/ ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/), and 8 vowels dipthongs (/ɪə/, /ʊə/, /ɛə/,/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/).

In the research found from 40 the total number of words pronounced, 24 are errors. From 20 vowels, 3 vowels /ʊ/ as in book /bʊk/ and good /gʊd/, /e/ as in tend /ten/ and send /send/, and /əʊ/ as in know /nəʊ/ and snow /snəʊ/ are seemed to have no problem to the participants, and 17 vowels are mostly wrong. This research performed by 15 participants.

This research found 96 errors in pronouncing English vowel performed by 15 participants. The results of this research, not all participants experienced the same error in the same word. This results from an overall error of 15 participants in 40 words. There are 40 words, 20 vowels and 15 participants. Where all participants did not make the same mistakes in pronunciation, there were even words or vowels that were no error occurred.

The 40 words, 20 vowels and 15 participants, the researcher found that there were 3 vowels that made a mistake in the pronunciation, there were vowels /ɒ /, /əʊ /, and vowels /ʌ /. but in vowel /ʌ/ only one word has an error in its pronunciation, the word love. and then there are 3 vowels that don't experience errors in their pronunciation, there is vowel /ʊ/, / e / and vowel / ɔɪ /.

2. **Discussion**

Based on the research findings, the researcher conducted this research in order to know is the students' English vowel pronunciation error at the sixth semester of Islamic Studies of International Class Program.

The research was conducted for the first time on February 13th 2020 in the International Class Program itself and ended on February 28 2020. The researcher took all of the entire students that consisted of fifteen students in International Class Program sixth semester as the respondents and tested all of them. The test conducted in reading 40 words form, which the researcher as the interrogator and the International Class Program students as the respondents. After got the data that were voice recorded one by one, the researcher then analyzed using a dictionary "English Learner's Dictionary".

The researcher found 5 word of class in 40 words tested which is the word class classification that researcher obtained from the words tested. In the first 5 word classes there are noun. In the noun word class there are 21 cool words in the noun category. There are: food, true, girl, learn, door, class, part, cat, hat, book, ten, love, paper, cake, day, boy, choice, snow, dear, chair, tour. The second is verb, in the verb noun word class there are 10 cool words in the verb category. There

are: see, sleep, hit, send, got, want, cut, cry, like, know. The third is adjective, in the adjective word class there are 3 cool words in the adjective category. There are: tall, busy, good. The fourth is adverb, in the adverb words class there are 5 cool words in the adverb category. There are: down out, here, where, sure. And the last is preposition, in this words class preposition there are only 1 word, namely (about). Of these 5 word classes, it is clear that of the 40 words tested the most included in the noun category, and the least were preposition.

In this research, the researcher gave a paper containing 40 vowel pronunciation words for participants to read. The researcher did not give time for them to learn to read these words. When they start reading, the researcher does not stop or reprimand if the pronunciation is wrong, this is done so that the researcher knows the right and wrong of their spontaneous pronunciation because if told they will immediately try to improve their pronunciation.

In the research found from 40 the total number of words pronounced, 24 are errors. From 20 vowels, 3 vowels /ʊ/ as in book /bʊk/ and good /gʊd/, /e/ as in tend /ten/ and send /send/, and /əʊ/ as in know /nəʊ/ and snow /snəʊ/ are seemed to have no problem to the participants, and 17 vowels are mostly wrong. This research performed by 15 participants.

English vowel pronunciation, there are many mistakes produced by participants. Students will always produce errors whether in spoken or written language. In this research there were many errors produced by participants in pronouncing English vowels. As presented by researcher in the previous section.

In this findings, the participants made a mistake in the 17 vowels of the 20 provided vowels. Of the vowels provided, not all participants make mistakes in the same vowel, maybe only a few. The point is there are dominant there are not too many and some are not at all wrong in the same vowel. The vocal that is often wrong is /ʌ/ /aː/ /ɒ/ /ʊə/ /ə/ by researcher have presented in the finding section.

Realize that English has complex spelling, that's why many participants recite inappropriate words. For the case of a case /cake/ most of them pronounce as /kæk//cɑːk/. Found in the recorder pronunciation of (Transcript Code (TC) is respondent Record) TC03, TC06, TC07. Participants tended to replace it with a similar number to their L1. Like in vocal /ʌ/ /love/ they read love as they read the writing, even though the vowel /ʌ/ has the same features and sound as the vowel /a/. This error was found in the recording, TC01, TC02, TC03, TC04, TC05, TC06, TC07, TC08, TC09, TC10, TC11, TC12, TC13, TC14, and TC15. All the participant' errors in vowel /lʌv/. Then in the vocal /ɒ/ in the pronunciation got /gɒt/ most of them pronounce as /got//gʌt//gət/. Found in the recorder pronunciation of TC03, TC04, TC06, TC08, TC10, TC12, TC13 and TC14. They tended to read as written /o/ /got/ not /gɒt/. In vowel /ʊə/ there is the word /sure/ and /tour/. For the word /sure/ there are 8 participants who make mistakes in pronunciation. Some say /suer/ that is TC02. Some say /suːr/ that is TC07, TC08, TC10, TC11, TC12 and some say /sure/ that is TC15. Then in the word /tour/ there are 11 participants who make mistakes in pronunciation. Some say /tour/ that is TC02, TC04, TC07, TC08, TC09. Some say /ture/ that is TC10 and TC11. Some say /tuer/ that is TC12 and some say /toure/ that is TC15. In vowel /aː/ there is the word /class/ and /part/. For the word /class/, some

say /kles/ that is TC01, TC08, TC09, TC10, TC11. Some say /kleys/ that only TC15. For the word /part/ some say /Pət/ that only TC10, and some say /Pʌt/ that only TC01.

The vowel section /iː/, /uː/, /ɜː/, /æ/ , /I/, /aI/, /aʊ/. There were only a few participants who made mistakes, although not in both words in each of the vowel. In the vowel /iː/ there are two words /see/ and /sleep/, but only /sleep/ is wrong in pronunciation. Even then it occurs in TC05. In the vowel section /uː/ there are two words /food/ and /true/. Only the /true/ pronunciation is wrong and even then happened to TC05 and TC08. In the vowel section /ɜː/ same as vowel /iː/, /uː/, only in the words of the /girl/ who made a mistake in pronunciation. TC02 say /g:rl/ and TC15 say /gil/. In vowel /æ/ in the word /hat/ the participant made a mistake. Participants on their TC11 say /Hʌt/, and TC02 say /Het/. The vowel /I/ in the word /busy/ is also wrong in the pronunciation by TC15 say /biuzy/, and TC07 say /buzy/. In the vowel /aI/ there are two words /cry/ and /like/, but only /cry/ is wrong in pronunciation. TC02, and TC06 say /kræ/, and TC03 say /ka:y/. in the vowel /aʊ/ there are two words /down/ and /out/, only /down/ is wrong pronunciation. TC11, TC12, and TC13 say /don/.

After that the vowel section /ɔ/, /eI/, /ɔI/, /Iə/, /ɛə/. Indeed in the vowels there are not too many errors, not like in the vowels (/ʌ/ /a:/ /ɒ/ /ʊə/ /ə/). In the vowel /ɔ/ there are the word /door/ and /tall/. When someone's /door/ is /da:r/ TC02, in word /tall/, TC02 say /tʌl/, and TC06 and TC07 say /ta:l/. in the vowel /eI/ there is the word /cake/ and /day/, but the pronunciation of /cake/ more errors than the word /day/. TC03, and TC07 say /kæk/, TC06 say /ca:k/. in the word /day/ TC12 say /da:y/. The vowel /ɔI/ there is the word /choice/ and /boy/. But the error is in the pronunciation of the word /choice/. TC02 and TC06 say /tʃuːs/ , TC12 say /tʃoice/ , and TC07 say /tʃaice/. In vowel /Iə/ there are words /here/ and /dear/. In the word /here/, some say /hære/ that is TC01, and some say /her/ that is TC02. And in the word /dear/, some say /der/ TC05, and TC06, TC07, TC12 say /dær/. The last vowel /ɛə/ there is two words /where/ and /chair/. There is an error in pronunciation /where/. The participants in the TC02, TC11, TC12, and TC15 say /were/. Although the pronunciation is almost the same but it's not /were/ but /where/. The participants tend to read according to their writing, not according to correct vowels. Pronunciation is important because whenever we communicate we communicate through speech. It strikes the listeners directly in the face (the ears, to be more precise). How good your pronunciation is in general can be judged very quickly and an opinion is formed automatically by anyone who hears you.

Based on explanation above, the result of this study was different from the results of a related study that was done by Latifah Nur Kartyastuti in "An Error Analysis in Pronunciation of English Vowels of the first semester students of English Education Department in IAIN Surakarta in the Academic Year 2015/2016"15. Which from the analysis it showed the percentag number of pronunciation errors of English vowel, from the lowest, are as follow; /e/ 5%; /ʊ/ 8%; /ɒ/ 12%; /I/ 21%; /aI/ 24%; /Iə/ 28%; /ɔI/ 31%; /ə/ 34%; /iː/ 52%; /eI/ 53%; /uː/ 55%; /ɑː/ 64%; /aʊ/ 64%; /ɔː/ 75%; /aIə/ 76%; /ʊə/ 85%; /ɜː/ 87%; /ɛə/ 91%; and /æ/, /ʌ/, /əʊ/, /eIə/, /ɔIə/, /əʊə/, /aʊə/ are 100%. The result showed that the participants perform three types of pronunciation error; substitution, insertion and omission.

This study was also different with the result from the research that by Diah Ayu in "An Error Analysis in Pronunciation of English Vowels for the fourth semester students of English Education Department. Faculty of Tarbiyah and Teacher Training.State Islamic Institute (IAIN) Tulungagung academic year 2018/2019"16. Which from the analysis it shows that there are eight vowel that often occur errors made by the fourth semester students of English Education department that are /ʊə/, /Iə/, /aIə/, /aʊə/, /ɔI/, /əʊ/, /æ/, and /uː/ which the substitution error as the most common error, followed by the lower insertion error and the less number is omission error.

Another compare was with the result of Hidayah Rohmah in "Error Analysis on Mispronunciation of spoken language made by students at the first semester of English Department of sebelas Maret University in the Academic year 2013/2014". Which the result showed that the researcher found 894 total errors consisting of 538 or 60.18% errors in vowel,155 or 17.34% errors in consonant, 57 or 6.37% errors in stress, 47 or 5.26% errors in linking, and 97 or 10.85% error in assimilation.

E. Conclusion

Based on findings and discussions, that researcher found 5 words of class from 40 words tested. The word of class is noun, verb, adverb, adjective, and preposition. Form the 40 words tested, more were included in the noun category and at least were included in the preposition category. This finding also influences the results of students' pronunciations. Students more vocabulary about noun and not all students are correct in the word about preposition.

The sounds which are being the errors in pronouncing English vowels of the Sixth semester students of International Class Program in the Academic year 2019/2020 are vowels (/iː/, /ɪ/,/ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /ɛə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/). Seen from the mistakes that occur, participants say according to the word writing. Not based on the correct pronunciation. The most problematic vowel is vowel /ʊə/ in the pronunciation of the word /sure/ and /tour/. In this vowel there are 17 mistakes that occur form the from/sure/ and /tour/. In vowel /ʌ/ in the pronunciation of the word /love/. In this vowel all participants made mistakes. Then in vowel /ɒ/ in the words /got/ and /want/ 13 errors occurred. And the results of the analysis show that sixth semester students of International Class Program are "good" in English pronunciation, even though they are not from English students.

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