

FINDINGS AND DISCUSSION

A. FINDINGS

The some notes facts about vowel sounds. Those are vowels, pitch, and overtone. Vowels, like all sounds except the pure tone of a tuning fork, have complex structures. The pitch at which the vowel is actually spoken, which depends on the pulses being produced by the vibrating vocal folds; and, quite separate from this, and the overtone pitches that depend on the shape of the resonating cavities of the vocal tract. These overtone pitches give the vowel its distinctive quality.

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According to the explanation above, the writer analyzed the data of using Praat software and the writer focused on the first formant, because the writer wanted to know the natural sounds that were produced by them.

[illegible]

airstream process includes all the ways of pushing air out that provide the power for speech. The possibility of the airstream going out through the mouth. The movements of the tongue and lips interacting with the roof of the mouth and the pharynx part of the articulatory processes.

The pitch of vowel speaking which depends on the pulses being produced by the vibrating vocal folds, and the overtone pitches that depend on the shape of the resonating cavities of the vocal tract. These overtone pitches give the vowel its distinctive quality. The stress of pitch can influence the frequency and changes variations in laryngeal activity (Ladefoged, 2011).

Because of this the writer concludes that the vowel quality of Native America influenced some reasons. Those reasons are; the opening of mouth can also influence the producing of voice out. The straight of pitch every participants also influence the value of frequency of vowel quality. The general reasons are influenced by the seriousness and the low and high of the voice.

Table 4.1 shows the vowel quality that was produced by Native, the data measured by Praat Software. The writer made this data for taking the average and became the standard and normally research for comparing with three different groups. For clear information, below are the table of the average (rata-rata) vowel quality.

The second data was taken from three different levels; those are second, fourth and six semesters. The study is the pronunciation made by 60 students gained by using pronunciation recording and measure of using praat software. The writer only put 30 students in this chapter for representative. So, the writer put 10 students of second semester, fourth semester, and sixth semester in the table. The data are 30 words that made from the writer. The recording was used to reveal the sound production. The data analyzed in this study are those features that pronounced incorrectly. Every incorrect pronunciation would be characterized and would be grouped into table distribution of error. The writer took the frequency data of them and then compared from the data from the American. The last the writer counted the low frequency and decided the most difficult vowel. In the research finding the writer made the transcription from the error vowel. The correct pronunciation was taken from Oxford Advanced Learner's Dictionary of Current English by Hornby. For clear information, below are the table distributions of vowel quality and the table distributions errors with each description.

Table 4.4 shows that there are 120 English Department students in second semester made vowel errors. The problem needed more attention is when the students study pronunciation course in the second semester. The writer got and counted the percentage of incorrect vowel quality from the form:

$$\frac{\text{The total of incorrect vowel quality}}{50} \times 100 =$$

The writer got 14%, 68%, 58%, 44%, 24%, and 32% that form above. From the table, the writer can see students found difficulties in pronouncing vowel /æ/, the percentage of the population that made this error is 68%.

This table shows all the data frequency that pronounced by fourth semester

Table 4.5

THE FREQUENCY DATA OF FOURTH SEMESTER

WORD S	1	2	3	4	5	6	7	8	9	10
BIT	473. 7	613. 7	725. 7	557. 7	685. 7	473. 7	502. 7	417. 7	613. 7	473. 7
SIT	473. 7	557. 7	725. 7	557. 7	685. 7	473. 7	501. 7	417. 7	529. 7	473. 7
QUIZ	473. 7	361. 7	725. 7	501. 7	685. 7	473. 7	501. 7	417. 7	669. 7	445. 7
LICK	473. 7	361. 7	725. 7	501. 7	685. 7	473. 7	501. 7	417. 7	613. 7	445. 7
TICK	473. 7	529. 7	725. 7	501. 7	685. 7	473. 7	445. 7	417. 7	613. 7	445. 7
HAT	753. 7	529. 7	725. 7	977. 8	809. 8	697. 7	781. 7	417. 7	781. 7	585. 7
GAD	669. 7	501. 7	725. 7	781. 7	781. 7	669. 7	697. 7	445. 7	669. 7	501. 7
GAG	669. 7	501. 7	725. 7	781. 8	753. 7	557. 7	669. 7	445. 7	529. 7	501. 7
CAB	669. 7	501. 7	725. 7	781. 7	781. 8	557. 7	669. 7	445. 7	669. 7	501. 7
CAT	669. 7	725. 7	725. 7	781. 7	781. 8	557. 7	669. 7	445. 7	753. 7	613. 7
MUD	641. 7	305. 7	417. 7	753. 7	557. 7	753. 7	613. 7	445. 7	669. 7	557. 7
CUP	641. 7	725. 7	865. 8	753. 7	865. 8	753. 7	837. 8	557. 7	921. 8	557. 7
TUSK	641. 7	641. 7	697. 7	893. 8	865. 8	529. 7	837. 8	417. 7	585. 7	557. 7
TUSSLE	697. 7	557. 7	501. 7	837. 8	753. 7	725. 7	837. 8	417. 7	557. 7	501. 7
TUNNE L	697. 7	557. 7	501. 7	753. 7	753. 7	585. 7	837. 8	417. 7	641. 7	473. 7
CALL	697. 7	641. 7	501. 7	753. 7	753. 7	585. 7	781. 8	557. 7	557. 7	501. 7
GAIL	557. 7	501. 7	501. 7	613. 7	641. 7	585. 7	557. 7	445. 7	641. 7	557. 7
BOARD	557. 7	501. 7	501. 7	613. 7	641. 7	585. 7	641. 7	445. 7	641. 7	529. 7
SAW	557. 7	501. 7	501. 7	641. 7	725. 7	641. 7	781. 8	445. 7	697. 7	557. 7
FALL	557. 7	669. 7	501. 7	585. 7	837. 7	501. 7	669. 7	445. 7	697. 7	417. 7

Table 4.6 shows that there are 41 English Department students in fourth semester made vowel errors. The percentage shows that there is increasing ability of fourth semester from the second semester. The fourth semester knows the phonetic of vowel sound and the theory of speech sound, so they are better in pronunciation. The writer got and counted the percentage of incorrect vowel quality from the form:

$$\frac{\text{The total of incorrect vowel quality}}{50} \times 100 =$$

The writer got 4%, 34%, 18%, 4%, 8%, and 14% that form above. From the table, the writer can see students found difficulties in pronouncing vowel /æ/, the percentage of the population that made this error is 34%.

This table shows all the data frequency that pronounced by six semester

Table 4.7

THE FREQUENCY DATA OF SIXTH SEMESTER

WORD S	1	2	3	4	5	6	7	8	9	10
BIT	364. 7	364	511. 6	423	393. 5	304. 9	473. 2	570. 6	482. 1	364. 7
SIT	393. 5	393. 5	541. 1	393. 5	393. 5	482. 1	530. 9	541. 1	482. 1	393. 5
QUIZ	334. 4	334. 4	570. 6	393. 5	393. 5	482. 1	473. 2	541. 1	452. 5	334. 4

LICK	393. 5	393. 5	560. 6	334. 4	393. 5	452. 5	473. 2	541. 1	452. 5	393. 5
TICK	452. 5	452. 5	570. 6	304. 9	452. 5	452. 5	530. 9	541. 1	423	452. 5
HAT	541. 1	541. 1	710. 2	718. 2	777. 3	747. 8	530. 9	600. 2	718. 2	541. 1
GAD	511. 6	511. 6	629. 7	304. 9	629. 7	688. 7	530. 9	688. 7	659. 2	511. 6
GAG	393. 5	393. 5	570. 6	304. 9	629. 7	718. 2	530. 9	482. 1	629. 7	393. 5
CAB	482. 2	482. 2	688. 7	364	747. 8	718. 2	530. 9	511. 6	718. 2	482. 2
CAT	482. 1	482. 1	688. 7	570. 6	659. 2	570. 6	530. 9	688. 7	777. 3	482. 1
MUD	275. 4	275. 4	659. 2	334. 4	570. 6	659. 2	530. 9	452. 5	541. 1	570. 6
CUP	541. 1	541. 1	688. 7	777. 3	718. 2	688. 7	530. 9	836. 3	895. 4	718. 2
TUSK	600. 2	600. 2	629. 7	747. 8	777. 3	688. 7	530. 9	806. 8	836. 3	777. 3
TUSSLE	570. 6	570. 6	659. 2	600. 2	659. 2	688. 7	530. 9	659. 2	570. 6	659. 2
TUNNE L	452. 5	452. 5	659. 2	541. 1	600. 2	688. 7	530. 9	659. 2	570. 6	600. 2
CALL	393. 5	393. 5	659. 2	423	600. 2	423	530. 9	629. 7	718. 2	393. 5
GAIL	393. 5	393. 5	659. 2	334. 4	393. 5	541. 1	530. 9	452. 5	570. 6	393. 5
BOARD	452. 5	452. 5	659. 7	334. 4	600. 2	541. 1	530. 9	570. 6	482. 1	452. 5
SAW	452. 5	452. 5	659. 7	393. 5	600. 2	570. 6	530. 9	659. 2	482. 1	452. 5
FALL	541. 1	541. 1	659. 2	334. 4	600. 2	570. 6	530. 9	570. 6	541. 1	541. 1
WOOD	452. 5	452. 5	659. 2	304. 9	452. 5	452. 5	530. 9	511. 6	511. 6	452. 5
PUT	452. 5	452. 5	777. 3	334. 4	452. 5	452. 5	530. 9	511. 6	865. 9	452. 5
OUT	511. 6	511. 6	836. 3	334. 4	541. 1	629. 7	530. 9	511. 6	865. 9	541. 1
LUCK	452. 5	452. 5	806. 8	334. 4	570. 6	541. 1	530. 9	511. 6	836. 3	570. 6

Table 4.8 shows that there are 103 English Department students made vowel errors. From the table, the writer can see students found difficulties in pronouncing vowel /æ/, the percentage of the population that made this error is 48%. The writer got and counted the percentage of incorrect vowel quality from the form:

$$\frac{\text{The total of incorrect vowel quality}}{50} \times 100 =$$

The writer got 34%, 48%, 32%, 24%, 30%, and 38% that form above. The problem needed more attention is when the students study pronunciation course in the second semester. The writer found the comparison between second, fourth and sixth semesters. Knowing from the three group's students that made error; 120, 41 and 103. It shows that there is decreasing in the sixth semester. It is because they are not used to do that and they got the pronunciation course from second to six. It takes one year or two semesters. So, they forgot the phonetic and influenced their pronunciation.

B. DISCUSSION

The writer concluded from all the data that came from American and three different levels in the research finding. It shows the differentiation data. For clear information, below are the table distributions errors with each description.

THE DATA FREQUENCY OF THREE DIFFERENT LEVELS GROUP

Table 4.9

VOWEL	The total of Incorrect vowel quality	The percentage of incorrect vowel quality
/ɪ/	26	9.8 %

/æ/	75	28.4 %
/ʌ/	54	20.4 %
/ɔ:/	38	14.4 %
/ʊ/	29	11 %
/ɜ:/	42	16 %
Total	264	100 %

Table 4.9 shows that there are 264 English Department students made vowel errors. From the table, the writer can see students found difficulties in pronouncing vowel /ɪ/, the total of incorrect vowel quality is 26, and the percentage of the population that made this error is 9.8%. The students got difficult in pronouncing vowel /æ/, the total of incorrect vowel quality is 75, and the percentage of the population that made this error is 28.4%. The students found the difficulties in pronouncing vowel /ʌ/, the total of incorrect vowel quality is 54, and the percentage of the

population that made this error is 20.4%. The data in pronouncing vowel /ɔ:/, the total of incorrect vowel quality is 38, and the percentage of the population that made this error is 14.4%. The data in pronouncing vowel /ʊ/, the total of incorrect vowel quality is 29, and the percentage of the population that made this error is 11%. The students found the difficulties in pronouncing vowel /ɜ:/, the total of incorrect vowel quality is 42, and the percentage of the population that made this error is 16%. The writer got and counted the percentage of incorrect vowel quality from the form:

$$\frac{\text{The total of incorrect vowel quality}}{264} \times 100 =$$

The conclusion of those explanation data, the writer can conclude that the most difficult vowel or vowel error made by three different levels (second, fourth, and six semester) are vowel /æ/, the total of incorrect vowel quality is 75, and the percentage of the population that made this error is 28.4%.

This error can be influenced by some factors. Those errors generally are influenced because of voice (low and height the voice), short length of pronunciation, seriousness factor, and the important thing is about knowledge of phonetic (long and short vowel).

This table shows the transcription error that made by three different levels of English Department Students. There are 75 errors and the writer only put representative 15 transcription errors in the table.

