

CHAPTER IV
REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History of State Islamic Senior High School Haruai

This research has been done at Islamic senior high school Haruai. It is located at Jalan Simpang Tiga Tugu Haruai Tabalong regency. The location of the building borders on as follow:

- a. The north of the building, borders on inhabitants' garden.
- b. The south of the building, borders on Miftaul Khair Haruai Mosque.
- c. The east of the building, borders on inhabitants' houses.
- d. The west of the building, borders on Haruai sector police (Polsek).

This school was firstly built with private status on October 18, 1992. It is named Madrasah Aliyah Sabilul Huda Haruai. Based on an official report dated on February 1, 1997 Madrasah Aliyah Haruai (State Islamic Senior High School Haruai). It was changed by the decision letter of the minister of religious affairs of Indonesia no. 15/1997.

Since the school has been built until now, it is led by several headmasters in rotation, they are:

- a. H. Ahmad Sofian, AH from February 12, 1992 until June 16, 1999.
- b. Drs. H. Muhammad Rasyidi from June 16, 1999 until July 3, 2001.
- c. Drs. H. Abdul Salim, 5 July 3, 2001 until now.

2. Description of The Teachers, Administration Staff and Student of School

There are 22 teachers at this school in academic year 2009/2010, which have responsibilities for teaching learning and educational activities in accordance with their respective competences and expertise. Three of them are teachers of English.

Description of teacher at the school let can be seen to the following table:

Table 4.1 Description Of The Teachers At State Islamic Senior High School Haruai

No. (1)	Name (2)	Status (3)	Education (4)	Subject (5)
1.	Drs. H. Abdul Halim, S NIP. 195203061983031002	Head Master	S1 IAIN 1982/Islamic Education	Moral Theology
2.	Dra. Nurjannah NIP. 196707141999032002	Government	S1 FKIP/Economics	Economic Accountancy
3.	Suparti, S.Pd NIP. 196912161999032001	Government	S1 FKIP/Pancasila and Civic Education	Pancasila, Civic Education, Public Administration
4.	Diniati Anna, S.Pd NIP. 197110152003122001	Government	S1 FKIP/Pancasila and Civic Education	Sosiologi
5.	Muhammad Noor, S. Pd.I NIP. 198008042003121002	Government	S1 Tarbiyah/Islamic Education	Qur'an Hadits, Fiqih
6.	Mardiana, S.Pd NIP. 197812122005012005	Government		
7.	Rusmila Rahmiani, S.Pd NIP. 197808162005011011	Government	S1 FKIP/Mathematic	Anttopology, Mathematic
8.	Muhammad Nor, S.Pd NIP. 197808162005011011	Government	S1 Tarbiyah/English	English
9.	Kahiri, S.Pd NIP. 197906062005011014	Government	S1 FKIP/Economic	Computer Accountancy
10.	Hj. Laila Hamdiyani, S.Ag NIP. 150 411 806	Government	S1 Tarbiyah/Islamic Education	Geograpy
11.	Drs. Ah. Baderiansyah	Part Time	S1 FKIP/English	English
12.	Huzalifah Liani, S.Pd	Part Time	S1 FKIP/Chemistry	Chemistry
13.	Taufan Izmi, S.Pd	Part Time	S1 STIKIF	Indonesia
14.	Susilawati, S.Pd	Part Time	S1 UNLAM	Art
15.	Heduar Kartini, S.Pd.I	Part Time	S1 Tarbiyah/English	Indonesia
16.	Abdi Rosyiannor, S.Pd.I	Part Time	S1 Tarbiyah/Arabic	Arabic
17.	Aridhawati, S.Pd	Part Time	S1 STIKIF PGRI	Biology
18.	Sitti Norhelnayati, S.Pd	Part Time	S1 STIKIF	Biology
19.	Khalida Rahmi, S.Pd	Part Time		
20.	Sudiyono, S.Pd	Part Time	S1 FKIF UNLAM	Mathematic
21.	Huriansyah, S.Pd	Part Time	JPOG UNLAM	Sport Education
22.	Abdurrahman, S.Ip	Part Time		

Source: Administration Staff Document of MAN 3 Haruai Tabalong 2009/2010

The school has also administration staff, which can be seen on this table.

Table 4.2 Description of Administration Staff

No.	Administration Staff	Position
1.	Nabhan Fansuri, S.Ag	Head of Administration Staff
2.	Muhammad Arsyad	Staff
3.	Anne Riyanti	Staff

Source: Administration Staff Document of MAN 3 Haruai Tabalong 2009/2010

Mean while, the total of students at the school from the first to the third year are 228 students. This research has been done at the second year, which is in academic year 2009/2010 has two programs those are: social sciences program and natural science program.

Furthermore, description of students at the school can be seen in the following table:

Table 4.3 Description of Students at State Islamic Senior High School Haruai Tabalong Regency in Academic Year 2009/2010

No.	Class	Student		Total
		Male	Female	
1.	X A	10	18	28
2.	X B	11	15	26
3.	X C	11	19	30
4.	XI IPS 1	12	10	22
5.	XI IPS 2	12	13	25
6.	XI IPA	6	18	24
7.	XII IPS 1	8	11	19
8.	XII IPS 2	6	12	19
9.	XII IPA	11	14	25
	Total	87	131	228

Source: Administration Staff Document of MAN 3 Haruai Tabalong 2009/2010

3. Description of The School Facilities

Generally, the physical condition of state Islamic Senior High School Haruai building is good and the ground is 12,669 m². The school has also good facilities, but it is still incomplete. Clearly, it can be seen on the table below:

Table 4.4 Description of The School Facilities

No.	Facilities	Quantity	Quality	Description
(1)	(2)	(3)	(4)	(5)
1.	Headmaster room	1	Good	-
2.	Teacher room	1	Good	-
3.	Administration room	1	Good	-
4.	Classroom	1	Good	-
5.	Computer Laboratory	1	Good	There are 10 unit computers in it.
6.	Natural Science Laboratory	1	Good	But still in complete on chemical practice equipment
7.	Library	1	Good	-
8.	Sport Instrument	15	Good	It just for playing football, basket ball, volley ball, table tennis chess, short put and javelin throw.
9.	School Healthy Unit (UKS) room	1	Good	-
10.	Student Organization of Internal School (OSIS) room	1	Good	It is also for scout room and room of student's creative activity center
11.	Teacher Toilet	2	Good	For male and female
12.	Student Toilet	2	Good	For male and female
13.	School Parking	2	Good	For teachers and students

Source: Administration Staff Document of MAN 3 Haruai Tabalong 2009/2010

B. Data Presentation

The test of the student's ability in pronouncing vowel sounds of English words has been done using tape recorder. The test contains 225 words that has been pronounced by the students are divided:

- a. 25 words of /æ/ sound in initial position.
- b. 25 words of /æ/ sound in medial position.
- c. 25 words of /e/ sound in initial position.
- d. 25 words of /e/ sound in medial position.
- e. 25 words of /ʌ/ sound in initial position.
- f. 25 words of /ʌ/ sound in medial position.
- g. 25 words of /o/ sound in initial position.
- h. 25 words of /o/ sound in medial position.
- i. 25 words of /o/ sound in final position.

The performance of the test result of sample research can be seen in the following table:

Table. 4.5 The Test Result of The Ability of Student in Pronouncing Vowel Sound in English Word

No	Name	/æ/		/e/		/ʌ/		/o/			Total
		Initial	Medial	Initial	Medial	Initial	Medial	Initial	Medial	Final	Score
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1.	Julianor	1	0	9,5	11	8	11	5,61	3,96	3,63	53,7
2.	Serli Dewiyana	1	5	10	9	9	9,5	9,5	7,26	3,96	60,99
3.	A. Shidqi HN	0	0	9,5	12	10,5	9	7,26	6,27	4,29	58,82
4.	Rusdawati	1	3	9	11,5	12	7,5	6,93	7,59	1,98	60,5
5.	Seri Ijawati	5,5	7	8,5	9,5	4,5	10	5,61	7,26	4,62	62,49
6.	Putri Hasna Kiptiah	0	3	8,5	11,5	6,5	7,5	6,27	7,59	1,65	52,51
7.	Mar'atun Shalehah	0	0	7	9,5	3,5	7	4,95	7,92	1,65	41,52
8.	Helly Hayati	0,5	1	8	6,5	6	6,5	4,62	3,96	0	36,58
9.	M. Safwan	0,5	1,5	6,5	10,5	6,5	7	5,28	3,63	0,99	41,44
10.	Najrul Efendi	0,5	0	10,5	10,5	8	11	4,95	6,93	1,98	54,36
11.	M. Rif'an	0	0	9	10,5	6	9,5	7,26	6,93	2,97	52,16
12.	Maulana Hidayat	2	2	8,5	10,5	8	8,5	6,6	7,59	2,31	56
13.	Noviani	1,5	1,5	11	8	8,5	10,5	6,93	7,59	1,65	57,17
14.	Kiki Herlina	2	3	7	8	7	11	6,93	7,59	1,98	54,5
15.	Siti Rahimah	0	1	6,5	11,5	7	11,5	4,26	7,59	1,98	57,32
16.	Laïla Purnama Sari	1	0,5	11,5	9,5	7	10	6,6	7,59	3,63	56,32
17.	Maulida fauziah	1	1,5	9,5	10	8	11	6,93	7,59	1,98	57,5
		17,5	30	150	169,5	126	158	103,26	114,84	41,25	913,88

a. The ability in pronouncing /æ/ in initial position

As shown on the table above, that the highest score of students in pronouncing /æ/ in initial position are 5,5 and the lowest score are 0. The mean score for the ability in pronouncing /æ/ in initial position is $17,5 : 17 = 1,02$.

To know more closely about students' ability in pronouncing /æ/ in initial position can be seen at this following table:

Table 4.6 The students' ability in pronouncing /æ/ in Initial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	0	0
2.	Fair (5-8,5)	1	5,88
3.	Low (0-4,5)	16	94,11
Total		17	100

The table above indicates that 1 student (5,88%) is in fair category, 16 students (94,11%) are in low category, and there are no students in high category. The data shows that the ability of the students in pronouncing /æ/ in initial position mostly in low category, it can be seen that there are 16 students (94,11%) in this category.

b. The ability in pronouncing /æ/ in medial position

As shown on the table 4.5, that the highest score of students in pronouncing /æ/ in medial position are 7 and the lowest score are 0. The mean score for the ability in pronouncing /æ/ in medial is $30:17=1,76$.

To know more closely about students' ability in pronouncing /æ/ in medial position can be seen at this following table:

Table 4.7 The Students' Ability in Pronouncing /æ/ in Medial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	1	5,88
2.	Fair (5-8,5)	1	5,88
3.	Low (0-4,5)	15	88,23
Total		17	100

The table above indicates that 1 student (5,88%) are in high category, 1 student (5,88%) are in fair category, and there are 15 students(88,23%) in low category. The data shows that the ability of the students in pronouncing /æ/ in medial

position mostly in low category, it can be seen that there are 15 students (88,23%) in this category.

c. The ability in pronouncing /e/ in initial position

As shown on the table, that the highest score of students in pronouncing /e/ in initial position are 11,5 and the lowest score are 6,5. The mean score for the ability in pronouncing /e/ in initial is $150:17 = 8,82$.

To know more closely about students' ability in pronouncing /e/ in initial position can be seen at this following table:

Table 4.8 The Students' ability in pronouncing /e/ in Initial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	9	52,94
2.	Fair (5-8,5)	8	47,05
3.	Low (0-4,5)	0	0
Total		17	100

From the table above can be seen that 9 students (52,94%) are in high category, 8 students (47,05%) are in fair category, and there are no students in low category. The data shows that the ability of the students in pronouncing /e/ in initial position mostly in high category, it can be seen that there are 9 students (52,94%) in this category.

d. The ability in pronouncing /e/ in medial position

As shown on the table above, that the highest score of students in pronouncing /e/ in medial position are 12 and the lowest score are 6,5. The mean score for the ability in pronouncing /e/ in medial is $169,5:17=9,97$.

To know more closely about students' ability in pronouncing /e/ in medial position can be seen at this following table:

Table 4.9 The Table in Pronouncing /e/ in Medial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	15	88,23
2.	Fair (5-8,5)	2	11,76
3.	Low (0-4,5)	0	0
Total		17	100

The table above indicates that 15 students (88,23%) are in high category, 2 students (11,76%) are in fair category, and there are no students in low category. The data shows that the ability of the students in pronouncing /e/ in medial position mostly in high category, it can be seen that there are 15 students (88,23%) in this category.

e. The ability in pronouncing /ʌ/ in initial position

As shown on the table 6, that the highest score of students in pronouncing /ʌ/ in initial position are 12 and the lowest score are 3,5. The mean score for the ability in pronouncing /e/ in initial is $126: 17 = 7,41$.

To know more closely about students' ability in pronouncing /ʌ/ in initial position can be seen at this following table:

Table 4.10 The Students' Ability in Pronouncing /ʌ/ in Initial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	3	17,64
2.	Fair (5-8,5)	12	70,58
3.	Low (0-4,5)	2	11,76
Total		17	100

From the table above it can be seen that 3 students (17,64%) are in high category, 12 students (70,58%) are in fair category, and there are 2 students (11,76) in low category. The data shows that the ability of the students in pronouncing /ʌ/ in initial position mostly fair category, it can be seen that there are 12 students (70,58%) in fair category. The ability in pronouncing /ʌ/ in medial position.

f. The ability in pronouncing /ʌ/ in medial position

As shown on the table, that the highest score of students in pronouncing /ʌ/ in medial position are 11,5 and the lowest score are 6,5. The mean score for the ability in pronouncing /e/ in medial is $158:17=9,29$.

To know more closely about students' ability in pronouncing /ʌ/ in medial position can be seen at this following table:

Table 4.11 The Students' Ability in Pronouncing /ʌ/ in Medial Position

No.	Category	Frequency	Percentage
1.	High (9-12,5)	11	64,70
2.	Fair (5-8,5)	6	35,29
3.	Low (0-4,5)	0	0
Total		17	100

The table above indicates that 11 students (64,70%) are in high category, 6 students (35,29%) are in fair category, and there are no students in low category. The data shows that the ability of the students in pronouncing /ʌ/ in medial position mostly in high category, it can be seen that there are 11 students (88,24%) in this category.

g. The ability in pronouncing /o/ in initial position

As shown on the table 6, that the highest score of students in pronouncing /o/ in initial position are 7,26 and the lowest score are 4,26. The mean score for the ability in pronouncing /o/ in initial is $103,26:17 = 6,07$.

To know more closely about students' ability in pronouncing /o/ in initial position can be seen at this following table:

Table 4.12 The Students' Ability in pronouncing /o/ in Initial Position

No.	Category	Frequency	Percentage
1.	High (7-8,25)	2	11,76
2.	Fair (4-6,93)	15	94,11
3.	Low (0-3,96)	0	0
Total		17	100

The table above indicates that 2 students (11,76%) are in high category, 15 students (94,11%) are in fair category, and there are no students in low category. The data shows that the ability of the students in pronouncing /o/ in initial position mostly in fair category, it can be seen that there are 15 students (94,11%) in this category.

h. The ability in pronouncing /o/ in medial position

As shown on the table, that the highest score of students in pronouncing /o/ in medial position are 7,92 and the lowest score are 3,63. The mean score for the ability in pronouncing /o/ in medial is $114,84:17 = 6,75$.

To know more closely about students' ability in pronouncing /o/ in medial position can be seen at this following table:

Table 4.13 The Students' Ability in Pronouncing /o/ in Medial Position

No.	Category	Frequency	Percentage
1.	High (7-8,25)	11	64,70
2.	Fair (4-6,93)	3	17,64
3.	Low (0-3,96)	3	17,64
Total		17	100

The table above indicates that 11 students (64,70%) are in high category, 3 students (17,64%) are in fair category, and there are 3 students (17,64%) in low category. The data shows that the ability of the students in pronouncing /o/ in medial position mostly in high category, it can be seen that there are 11 students (64,70%) in this category.

i. The ability in pronouncing /o/ in final position

As shown on the table, that the highest score of students in pronouncing /o/ in final position are 4,62 and the lowest score are 0. The mean score for the ability in pronouncing /o/ in final is $41,25:17=2,42$.

To know more closely about students' ability in pronouncing /o/ in final position can be seen at this following table:

Table 4.14 The Students' Ability in Pronouncing /o/ in final Position

No.	Category	Frequency	Percentage
1.	High (7-8,25)	0	0
2.	Fair (4-6,93)	2	11,76
3.	Low (0-3,96)	15	88,23
Total		17	100

The table above indicates that 2 students (11,76%) are in fair category, 15 students (88,23%) are in low category, and there are no students in high category. The data shows that the ability of the students in pronouncing /o/ in final position mostly in low category, it can be seen that there are 15 students (88,23%) in this category.

Next the writer will combine all nine aspects. All score for the ability in pronouncing /æ/, /e/, /ʌ/, and /o/ sounds in initial, medial, and final position can be seen in the following table:

Table 4.15 The Students' Ability in Pronouncing Vowel Sounds

No.	Category	Frequency	Percentage
1.	High (75-100)	0	0
2.	Fair (50-74)	14	82,35
3.	Low (0-49)	3	17,64
Total		17	100

From the table above it can be seen that 14 students (82,35%) are in fair category, 3 students (17,64%) are in low category, and there are no students in high category.

Then, to find out the score of the students' ability in pronouncing vowel sounds of English words, the writer divided all score with the members of students ($913,88:17=53,75$).

So, the mean score is 53,75, it is means that their ability in pronouncing vowel sounds especially in pronouncing /æ/, /e/, /ʌ/, and /o/ sounds in initial, medial, and final position of English words is in fair category (40-<60)

C. Data Analysis

The students' ability in pronouncing vowel sounds of English words divided in nine aspects:

a. The ability in pronouncing /æ/ in initial position

According to the test result as described on the table 4.6, it shows that the ability of students on this category that is no students who got the score 9-12,5 (high category), 1 student (5,88%) who got the score 5-8,5 (fair category), and there are 16 students who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /æ/ in initial position is 1,02.

From the test result above, the writer assumes that the ability of students in pronouncing /æ/ in medial position in low category. Because sound /æ/ is not found in Indonesian and Banjarese language. Actually in Banjar Hulu, especially in Haruai city sound /æ/, /e/, and /e/ is not found. When they pronounce the vowel above, the sound will be change sound /i/.

b. The ability in pronouncing /æ/ in medial position

Based on the test result as described on the table 4.7, it shows that the ability of students on this category that is 1 students (5,88%) who got the score 9-12,5 (high category), 1 students (5,88%) who got the score 5-8,5 (fair category), and there are 15 students (88,23%) who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /æ/ in medial position is 1, 76

From the test above, the writer assumes that the ability of the students in pronouncing /æ/ in medial position is in low category. Still the same with the case in pronouncing /æ/ sound in initial position, the students very difficult to pronounce

sound /æ/ in medial. This is causes sound /æ/ is not found in Indonesian and Banjarese language, although the word list of the test is familiar words.

c. The ability in pronouncing /e/ in initial position

As shown in the test result as described on the table 4.8, it shows that the ability of students in this category there are 9 students (52,94%) who got the score 9-12,5 (high category), 8 students (47,05%) who got the score 5-8,5 (fair category), and there are no students who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /e/ in initial position is 8,82

The test result above indicates that the ability of students in pronouncing /e/ in initial position is in high category. Because, the sound /e/ of English is found in Indonesia Language too. The rule of pronouncing the sound /e/ is the same both in English and in Indonesian Language. So, most of the students are easy to spell or pronounce the words correctly. Besides, the word list is familiar words.

d. The ability in pronouncing /e/ in medial position

According to test result as described on the table 4.9, it shows that the ability of students on this category that are 15 students (88,23%) who got the score 9-12,5 (high category), 2 students (11,76%) who got the score 5-8,5 (fair category), and there are no students who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /e/ in medial position is 9,97. From the test result above, the writer assumes that the ability of the students in pronouncing /e/ in position is in high category.

Still the same with the case in pronouncing the sound /e/ in initial position, the students quite able to pronounce the English words which includes the sound /e/ in medial position. However, this is because the words are familiar too.

e. The ability in pronouncing /ʌ/ in initial position

As shown in the test result as described on the table 4.10, it shows that the ability of students on this category that are 3 students (17,64%) who got the score 9-12,5 (high category), 12 students (70,58%) who got the score 5-8,5 (fair category) and there are 2 students (11,76) who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /ʌ/ in initial position is 7,41

From the writer's research about the ability of students in pronouncing /ʌ/ sound in initial position is fair category. Whereby there are 12 students in fair category. This is caused part of students easy to pronounce it, and the others part of student very difficult to pronounce it. Furthermore, although sound /ʌ/ in English not found in Banjarese and Indonesian vowels, but sound /ʌ/ is almost with sound /a/, so, most of students can pronounce it correctly. Although the wordlist is unfamiliar.

f. The ability in pronouncing /ʌ/ in medial position

Based on the test result as described on the table 4.11, it shows that the ability of students on this category that are 11 students (64,70%) who got score 9-12,5 (high category), 6 students (35,29%) who got score 5-8,5 (fair category) and there are no students who got the score 0-4,5 (low category). The mean score for the ability in pronouncing /ʌ/ in initial position is 9,29

From the test result about the ability of students in pronouncing /ʌ/ sound in medial position are in high category. Still the same with the case in pronouncing the sound /e/ in initial and medial position, the students quite able to pronounce the English words which includes the sound /ʌ/ in medial position. However, part of the words are familiar on the other hand, in Banjere language especially Hulu Sungai Banjere there are no problem in pronounce /ʌ/ sound.

g. The ability in pronouncing /o/ in initial position

As shown in the test result as described on the table 4.12 that the ability of students on this category that are 2 students (11,76%) who got the score 7-8,25 (high category), 15 students (88,23%) who got the score 4-6,93 (fair category), and there are no students who got the score 0-3,96 (low category). The mean score for the ability in pronouncing /o/ in initial position is 6,07

Based on the writer's observation, can concluded that the ability of students in pronouncing /o/ sound in initial position are in fair category. This is caused by the English of students still influenced by mother tongue (still interference between English and Hulu Sungai Banjere). Especially in MAN 3 Haruai, the students are very difficult to pronounce /o/ sound. If they pronounce /o/ will be change to sound /u/, for example "Boss" will be change to "Buss". Although the list words are familiar.

h. The ability in pronouncing /o/ in medial position

According to the test result as described on the table 4.13, it shows that the ability of students on this category that are 11 students (64,70%) who got the score 7-8,25 (high category), 3 students (17,64%) who got the score 4-6,93 (fair category)

and there are 3 students (17,64%) who got the score 0-3,96 (low category). The mean score for ability in pronouncing /o/ in medial position is 6,75

So amazing research writer's think, the ability of student in pronouncing /o/ in medial position are in high category. Based one the interview to students, and the test result above the students more able to pronounce /o/ in medial position than /o/ in initial and final position, beside the list words are familiar too.

i. The ability in pronouncing /o/ in final position

Based on the test result as described on the table 4.14, it shows that the ability of students on this category that are no student who got the score 7-8,25 (high category), 2 student (11,76%) who got the score 4-6,93 (fair category), and there are 15 students (88,23%) who got the score 0-96 (low category). The mean score for the ability in pronouncing /o/ in final position is 2,42

From the test result above, the writer's assume that the ability of students in pronouncing /o/ in final position are in low category. Still same with case in pronouncing /o/ in initial position, the students native language still influence their pronunciation, although the sound /o/ of English is not found in Indonesia Language. But, sound /o/ is not found in Banjarese Hulu language. More over, most of the English words which include the sound /o/ in final position that they have to pronounce are unfamiliar words.

Then after combine nine data above, it can be concluded that there no student who got the score 75-100 (high category), 14 student (82,35%) who got the score 50-74 (fair category) and there are 3 student (17,64%) who got the score 0-49 (low category). The mean score is 53,75.

From the test result above, the writer assumes that the ability of the students in pronouncing vowel sound of English words is in fair category, it can be seen from the mean score that is 53,75, this is included in fair category.

From the test result above, can conclude that the biggest problem of students in pronouncing vowel sounds is the most of students very difficult to pronounce / æ/ sound and /o/ sound. This is caused by the students still influence by their native language.

Actually, if the students have good pronunciation in Indonesian language, they also can pronounce English vowels correctly. Furthermore, in Banjarese language just have /a/, /i/, and /u/ sounds, so they can not pronounce /e/, /o/, and / æ/ sounds in English word correctly.