

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

a. Brief History of Tabalong Female Dormitory

Tabalong Female Dormitory has been established for 21 years, since 1988 up to now. The dormitory inaugurated on october 8th 2007 by Drs. H. Rachman Ramsyi, M.Si. The number of students at Tabalong Female Dormitory are 25 students.

b. Description of facilities of Tabalong Female Dormitory

Tabalong Female Dormitory has been supported by little facilities. The students hope the dormitory more be interested, in order that the student comfortable in there.

c. Description of students

The total numbers of students who live at female Tabalong Dormitory are 25 students. There are 7 students who take majorinnng PMTK, 2 students PBI Major, 3 students PAI Major, 1 student HES (S1) Major, 1 student KPI Major, 1 student Economy Major, 1 student HES (S2) Major, 1 student D3 IPII Major, 1 student KI Major, 1 student PAI (S2) Major, 1 student AS Major, 1 student PBA Major, 1 student Education Manajement (S2) Major. Based on the origin of the

area, there are 7 students from kelua, 15 students from tanjung, 1 students from Pasar Panas, and 2 students from Banua Lawas.

d. Description about pronouncing English pure vowels test.

The test of students' pronunciation had been performed twice at the twenty six students. The test is pronouncing test which consist of five levels in scoring, they were Excellent, good, fair, poor, very poor.

Here are some data concerning to the result of the writer research at Tabalong Female Dormitory during two months.

1. Test Analysis

After taking documentary activity, the writer conducted test by recording their voice of pronouncing some words and sentence. This subchapter present the data that have been collected in the research. To know about the error of students in pronouncing English pure vowels, the writer conducted oral test on May 23th 2015 and on Juni 8th 2015 at Female Tabalong Dormitory. It takes about 5 minutes for each student to pronouncing 60 words and 40 sentences.

Based on the result of the test in pronouncing English pure vowels made by students from Tabalong Regency at Tabalong Female Dormitory, it can be seen in this table below:

Table 4.1 Test score of the Students' Ability in Pronouncing English Pure Vowels in Words Made by Students from Tabalong Regency at Tabalong Female Dormitory

No	Name	i:	ɪ	e	ɜ:	u:	ʊ	ɔ:	ʌ	ə	ɑ:	æ	ɒ	Score
1.	AH	4	5	5	3	4	5	4	5	5	4	5	4	53

2.	YL	4	5	5	4	5	5	5	5	5	4	5	5	57
3.	RS	2	4	4	1	4	4	5	4	5	4	2	2	41
4.	FT	2	3	5	1	2	3	2	2	5	4	5	1	35
5.	MD	4	5	5	3	5	4	5	5	5	5	4	4	54
6.	YY	4	4	5	3	4	2	3	5	5	4	5	4	48
7.	MN	2	2	3	1	1	1	2	2	5	2	1	3	25
8.	RA	1	0	5	1	4	2	4	5	4	4	2	3	35
9.	MH	4	5	5	4	0	4	4	3	4	5	4	4	46
10.	RH	5	5	5	4	5	0	4	4	5	4	5	5	51
11.	SR	2	2	4	3	0	0	2	3	2	3	1	3	25
12.	PL	4	3	4	2	3	0	1	2	5	4	3	2	33
13.	NF	4	0	4	4	5	0	5	4	5	4	4	3	42
14.	IT	3	0	2	1	4	2	3	3	3	2	2	2	27
15.	NH	2	2	4	1	3	0	2	3	3	4	2	0	26
16.	ZZ	0	3	2	1	1	1	0	2	2	0	1	2	15
17.	WN	0	3	3	0	1	0	1	2	2	1	0	1	14
18.	HT	2	1	1	0	2	0	2	1	2	1	1	1	14
19.	UP	2	2	3	1	2	1	2	2	2	2	1	1	21
20.	FH	1	2	1	1	3	2	2	1	1	2	2	2	20
21.	AH	5	4	5	4	0	1	5	4	5	5	5	4	47
22.	LF	2	3	4	1	2	2	1	1	1	2	2	1	22
23.	EM	1	2	1	2	1	1	1	2	2	1	1	2	17
24.	SS	1	1	2	3	2	2	1	3	2	1	1	1	20
25.	ML	2	1	1	2	3	1	1	1	2	2	1	1	18

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing English pure vowels in words is 57 and the lowest one is 14.

Table 4.2 Test Score of the Students' Pronouncing English Pure Vowels in Sentences Made by Students from Tabalong Regency at Tabalong Female Dormitory

No.	Name	i:	ɪ	e	ɜ:	u:	ʊ	ɔ:	ʌ	ə	ɑ:	æ	ɒ	Score
1.	AH	2	3	2	3	4	2	3	4	2	3	2	3	33
2.	YL	2	1	1	2	1	2	1	1	2	1	1	2	17
3.	RS	2	1	1	2	1	1	2	1	1	1	2	1	16
4.	FT	1	1	1	2	1	1	2	1	1	2	1	1	15
5.	MD	2	3	1	2	4	2	2	3	3	2	3	3	30
6.	YY	2	3	1	2	3	1	2	3	2	3	3	1	26
7.	MN	1	2	0	0	1	1	1	1	2	1	2	1	13

8.	RA	1	3	2	1	3	1	1	3	1	1	2	2	21
9.	MH	2	2	2	1	2	1	2	1	1	2	3	1	20
10.	RA	3	3	3	2	4	1	3	4	2	3	4	3	35
11.	SR	0	0	2	1	1	2	1	1	1	2	1	2	14
12.	PL	1	3	3	2	2	1	2	1	1	3	2	1	22
13.	NF	2	1	1	1	2	1	2	2	1	1	1	1	16
14.	IT	1	1	2	1	1	0	2	2	0	1	2	2	15
15.	NH	0	1	2	1	2	1	2	1	0	2	2	1	15
16.	ZZ	0	1	1	0	1	1	2	1	0	1	1	1	10
17.	WN	0	1	1	0	1	0	1	1	2	1	0	1	9
18.	HT	1	2	1	1	1	0	1	2	1	1	1	2	14
19.	UP	1	2	1	1	2	1	1	2	1	2	1	1	16
20.	FH	2	1	2	1	2	1	1	1	2	2	1	2	18
21.	AH	2	3	1	2	2	1	3	3	2	3	2	2	26
22.	LF	0	1	2	1	2	1	1	2	1	2	2	1	16
23.	EM	2	3	2	1	1	2	1	2	2	1	1	1	19
24.	SS	1	2	2	1	2	1	1	1	2	1	1	3	18
25.	ML	2	2	1	0	1	2	1	2	1	2	1	1	16

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing English pure vowels in sentence is 35 and the lowest one is 9.

Table 4.3 Test Score of the Students' Ability in Pronouncing English Pure Vowels Made by Students from Tabalong Regency at Tabalong Female Dormitory

No.	Name	Words	Sentences	Score	Category
1.	AH	53	33	86	Excellent
2.	YL	57	17	74	Good
3.	RS	41	16	57	Poor
4.	FT	35	15	50	Poor
5.	MD	54	30	84	Excellent
6.	YY	48	26	74	Good
7.	MN	25	13	38	Very poor
8.	RA	35	21	56	Poor
9.	MH	46	20	66	Fair
10.	RH	51	35	86	Excellent
11.	SR	25	14	39	Very poor
12.	PL	33	22	55	Poor
13.	NF	42	16	58	Poor

14.	IT	27	15	42	Very poor
15.	NH	26	15	41	Very poor
16.	ZZ	15	10	25	Very poor
17.	WN	14	9	23	Very poor
18.	HT	14	14	28	Very poor
19.	UP	21	16	37	Very poor
20.	FH	20	18	38	Very poor
21.	AH	47	26	73	Good
22.	LF	22	16	38	Very poor
23.	EM	17	19	36	Very poor
24.	SS	20	18	38	Very poor
25.	ML	18	16	34	Very poor
Total				1,276	

To know the students' ability in pronouncing English pure vowels, the writer uses the accounting of mean score as follows:

$$M = \frac{\sum X}{N} =$$

N

$$M = \frac{1,276}{25} = 51.04$$

25

From the data of pronouncing English pure vowels test scores above, it can be found that the average the students got are 51,04. These average scores are categorized “poor categorize” because the average scores between 50-<60.

Table 4.4 The Frequency Distribution of Oral Test Result Ability in Pronouncing English Pure Vowels Made by Students from Tabalong Regency at Tabalong Female Regency

No.	Score	F	P (%)	Category
1.	80 – 100	3	12%	Exellent
2.	70 - < 80	3	12%	Good
3.	60 - < 70	1	4%	Fair
4.	50 - < 60	5	20%	Poor

5.	0 - < 50	13	52%	Very poor
Total		25	100	

From the table above, it can be seen that there are 3 students (12 %) whose score are rounded 80-100 that classified in excellent category. There are 3 students (12%) whose score are around 70 - < 80 that classified in good category. There are 1 student (4 %) whose score are around 60 - < 70 that classified in fair category. There are 5 students (20%) whose score are around 50 - < 60 that classified in poor category. There are 13 students (52%) whose score are around 0 - < 50 that classified in very poor category.

Table 5.1 The Description of Students Based on the Origin of the Area at Tabalong Female Dormitory

No.	Name	Kelua	Banua lawas	Pasar panas	Tanjung	Score	Category
1.	AH	✓				86	Excellent
2.	YL				✓	74	Good
3.	RS			✓		57	Poor
4.	FT		✓			50	Poor
5.	MD	✓				84	Excellent
6.	YY				✓	74	Good
7.	MN				✓	38	Very poor
8.	RA		✓			56	Poor
9.	MH				✓	66	Fair
10.	RH				✓	86	Excellent
11.	SR				✓	39	Very poor
12.	PL	✓				55	Poor
13.	NF				✓	58	Poor
14.	IT				✓	42	Very poor
15.	NH	✓				41	Very poor
16.	ZZ				✓	25	Very poor
17.	WN				✓	23	Very poor
18.	HT				✓	28	Very poor
19.	UP	✓				37	Very poor
20.	FH	✓				38	Very poor
21.	AH	✓				73	Good

22.	LF				✓	38	Very poor
23.	EM				✓	36	Very poor
24.	SS				✓	38	Very poor
25.	ML				✓	34	Very poor

Based on the data in table above, it is identified that two students from Kelua and one student from Tanjung get excellent category. Two students from Tanjung and one student from Kelua get good category. One student from pasar panas, 2 students from Banua Lawas, one student from Kelua, and one student from Tanjung get poor category. Ten students from Tanjung, and three students from Kelua get very poor category.

Table 5.2 The Description of Students Based on the Language that Used in Their Dormitory and Home

No	Name	Banjarese	Banjarese Mix another language	Indonesian	Score	Category
1	AH		✓		86	Excellent
2	YL		✓		74	Good
3	RS	✓			57	Poor
4	FT		✓		50	Poor
5	MD		✓		84	Excellent
6	YY	✓			74	Good
7	MN	✓			38	Very poor
8	RA	✓			56	Poor
9	MH	✓			66	Fair
10	RH		✓		86	Excellent
11	SR	✓			39	Very poor
12	PL	✓			55	Poor
13	NF	✓			58	Poor
14	IT			✓	42	Very poor
15	NH	✓			41	Very poor
16	ZZ	✓			25	Very poor
17	WN			✓	23	Very poor
18	HT	✓			28	Very poor
19	UP	✓			37	Very poor
20	FH	✓			38	Very poor

21	AH	✓			73	Good
22	LF	✓			38	Very poor
23	EM			✓	36	Very poor
24	SS	✓			38	Very poor
25	ML		✓		34	Very poor

Based on the data in table above, it is identified that three students use Banjarese Mix another language get excellent category. One student uses Banjarese Mix another language and two students use Banjarese get good category. One student uses Banjarese Mix another language and four students use Banjarese get poor category. Nine students use Banjarese and three students use Indonesian get very poor category

Table 5.3 The Description of Students Based on Their Major

No.	Name	Major	Score	Category
1	AH	PBI	86	Excellent
2	YL	PAI	74	Good
3	RS	PAI	57	Poor
4	FT	PMTK	50	Poor
5	MD	PAI	84	Excellent
6	YY	PMTK	74	Good
7	MN	HES (S2)	38	Very poor
8	RA	KPI	56	Poor
9	MH	PMTK	66	Fair
10	RH	PBI	86	Excellent
11	SR	EI	39	Very poor
12	PL	PMTK	55	Poor
13	NF	KI	58	Poor
14	IT	HES	42	Very poor
15	NH	D3IPII	41	Very poor
16	ZZ	PAI (S2)	25	Very poor
17	WN	HES (S2)	23	Very poor
18	HT	PBA	28	Very poor
19	UP	PMTK	37	Very poor
20	FH	PBA	38	Very poor
21	AH	PMTK	73	Good

22	LF	Education Manajement (S2)	38	Very poor
23	EM	PMTK	36	Very poor
24	SS	PMTK	38	Very poor
25	ML	PGMI	34	Very poor

Based on tables 5.1, 5.2, 5.3, it can be conclude that the language that used in their home or dormitory, their major, their origin of the area are very influence towards their pronunciation. The students that use the language besides Banjarese, their tongue easier to pronounce English pure vowels. The students got excellent score, they are taking PBI major. So, their tongue have become accustomed to pronounce English pure vowels.

2. Interview Analysis

The writer interviewed all students that have been finished pronunciation test. In pronunciation test, the writer to know the students' ability, the students' problem, and the most error of students in pronouncing English pure vowels made by students from Tabalong Regency at Tabalong Female Dormitory.

The writer interviewed to head of dormitory about the history Tabalong Female Dormitory and then interviewed to the students, to know about their region, the language that used in their home and dormitory, their generation, their semester and major. And also the writer want to know pronunciation problem faced by the students from Tabalong Regency at Tabalong Female Dormitory. And then the writer to to documentary about the information that she is gotten.

Almost all students have some reason why they are difficult in pronouncing English pure vowels. Sometimes, they are confused how the correct pronunciation is. The writer also asked the students which vowels that students' think it is difficult to be pronounced are **ɜ:**, **i:**, **ʊ**, and **u:**.

The writer did interview to 25 students that from Tabalong Regency.

It is meant to know what the problems of the students in pronouncing English pure vowels are. The data is presented as follow:

1. Where do you come from?

All students were born and grew in their regency even though their parents are not aborigines from that place. There are 15 students from Tanjung. 1 student from Pasar Panas. 2 students from Banua Lawas. 7 students from Kelua.

2. Where are your parents from?

All students answered this question. Some of students answered their parents from Kelua, Barabai, Jambi, Kelua and Jember, Tanjung, Banua Lawas, Kelua and Amuntai, Surabaya and Kandangan, Tanjung and Barabai, Kelua and Banjarmasin, Kalteng and Banjarmasin.

3. What native language do you use?

All students answered this question, 16 students use Banjarese as their native language, they are from Pasar Panas, Tanjung, Banua Lawas, Kelua. 6 students use Banjarese mix another language, such as; Banjarese mix Java and

Indonesian, Banjarese mix Arabic, Banjarese mix Java and Indonesian. And 3 students use Indonesian as their native language.

4. What is your major?

All students answered this questions. There are 8 students take PMTK major, 2 students take PBI major, 3 students take PAI major, 1 student take EI major, 1 student take HES (S2) major, 1 student take KPI major, 1 student take HES (S1) Major, 1 students take D3 IPII major, 1 student take KI major, 1 student take PAI major (S2), 1 student take AS major, 2 students take PBA major.

5. Do you know what is English pure vowel?

There are only few students who know what English pure vowel is. They said; the vowels like /i:/, /u:/, /e/, and /ɒ/. They knew it because same with indonesian vowels. It was caused not at all students taking English major, some of them just learning English since following PPB (Pusat Pelayanan Bahasa). So, the students still confused and misunderstood what English pure vowel is.

6. Do you think English pure vowel is difficult to be pronounced?

The students answered 'yes'. It was caused the students lack of vocabulary. The students confused if find new vocabulary, so they thought English pure vowel was difficult to be pronounced.

7. Do you think that the difficulty in pronouncing English pure vowels caused your native language?

Most of the students answered 'yes', it means that they are accustomed to using the native language like use Banjarese, so they feel difficulty in pronouncing English pure vowels.

8. Which vowels that you think is difficult to be pronounced?

Some of students answered vowels that difficult to be pronounced are /i:/, /ɪ/, /ʊ/, /e/, /ə/, /ɔ:/, /æ/, /ɑ:/, and /ɒ/. Mostly of students thought the vowels more difficult to be pronounced are /i:/, /ɜ:/, /u:/, /ʊ/, /ʌ/, /æ/.

9. Why is it difficult to be pronounced?

The students answered "they thought it was caused by the intonation in which they are used to lengthen the short and long shorten. They feel difficult identify the different pattern of rising and falling tones.

10. Do you have any problems from your native language when you speak English, especially in vowels?

Most of students who answered 'yes'. The students grew up in Tabalong Regency, so their native language very influential on English. Their tongue stiff to speak English, especially in vowels. They have more errors in pronouncing English pure vowels.

11. Do you think lack of vocabulary is very influential in pronunciation?

The students answered 'yes'. The students think if they lack of vocabulary they don't know how to pronounce the new words they encountered, so the students often confused to pronounce the words. The students said; it is cause them to pronounce the words at will.

3. Documentary

The writer use this technique to collect the secondary data that is looking for all written reports or documents, especially about general description of researched location such as; brief history of Tabalong Female Dormitory, Description of students at Tabalong Female Dormitory, and The condition of facilities, and Description about pronouncing English pure vowels test.

e. Students' error in Pronouncing English Pure Vowels

The students' error is influenced by some problems. To know what are the students' problems in pronouncing English pure vowels, it can be seen analysis common error an interview. They will be explained more below.

1. Common error analysis

The students' problem in pronouncing English pure vowels can be known by analyzing the students common error. By analyzing the students common error in pronouncing English pure vowels the writer conclude which vowel that the students mostly error to pronounce. To better understand about the most students' error in pronouncing English pure vowels can be seen in the table bellow.

Table 5.4 Students' Error in Pronouncing English Pure Vowels

No.	Name	FALSE											
		i:	ɪ	e	ɜ:	u:	ʊ	ɔ:	ʌ	ə	ɑ:	æ	ɒ
1.	AH	2	0	1	2	2	1	1	0	1	1	2	1
2.	YL	3	2	2	2	3	1	2	3	2	3	2	1
3.	RS	5	3	3	5	5	3	1	4	2	2	6	4
4.	FT	5	4	2	5	7	4	4	6	2	2	3	6
5.	MD	2	0	2	1	1	2	1	2	0	1	2	1
6.	YY	2	1	2	3	3	5	3	1	1	1	1	3
7.	MN	5	4	5	7	8	6	5	6	1	5	6	4
8.	RA	6	5	1	6	3	5	3	1	3	5	5	3
9.	MH	2	1	1	3	8	3	2	4	3	1	2	3
10.	RH	0	0	0	2	1	7	1	1	1	1	0	0
11.	SR	6	6	2	4	9	6	4	5	4	3	7	3
12.	PL	3	3	1	4	5	7	5	6	4	1	4	5
13.	NF	2	7	3	3	3	7	1	3	2	3	4	4
14.	IT	4	7	4	6	5	6	3	4	5	5	5	4
15.	NH	6	5	2	6	5	7	4	5	5	2	5	7
16.	ZZ	8	4	5	7	8	6	6	7	6	7	7	5
17.	WN	8	4	4	8	8	8	6	6	4	6	9	6
18.	HT	5	5	6	7	7	8	5	6	5	6	7	5
19.	UP	5	4	4	6	6	6	5	5	5	4	7	6
20.	FH	5	5	5	6	5	5	5	7	5	4	6	4
21.	AH	1	1	2	2	8	6	0	2	1	0	2	2
22.	LF	6	4	2	6	6	5	6	6	6	4	5	6
23.	EM	5	3	5	5	8	5	6	5	4	6	7	5
24.	SS	6	5	4	4	6	5	6	5	4	6	7	4
25.	ML	4	5	6	6	6	5	6	6	5	4	7	6
	The total of false	106	88	74	111	136	129	91	106	81	85	118	98

On the table above, the writer presented data about students' error in pronouncing English pure vowels. The writer asked the students to pronounce words with their correct pronunciation. There are 6 of 12 English pure vowels that many students made mistake in pronouncing and those become the most student error in pronouncing English pure vowels. Those are i:, ɜ:, u:, ʊ, ʌ, æ.

2. Students' difficulties in pronouncing English pure vowels

Table 6.1 English Pure Vowels is Difficult to be Pronounced

i:	Pronounced	ɪ
ɜ:	Pronounced	i:
u:	Pronounced	ʊ
ʊ	Pronounced	u:
ʌ	Pronounced	ə
æ	Pronounced	ʌ

On the table above, there are six English pure vowels that many students made mistake in pronouncing them. The students confused how to pronounce it correctly, because they pronounce English still interference with their first language. And also they are lack of knowledge of correct pronunciations and the meaning of English words. The students difficult to identify the different of rising and falling tones, because they are habitual with intonation in their first language which rising tone they pronounce with falling tone and falling tone they pronounce with rising tone. That's it which cause they made msitake in pronouncing **i:**, **ɜ:**, **u:**, **ʊ**, **ʌ**, **æ**.

B. Discussions

After finding the data, the writer discusses all the obtained data to give some consideration on the research.

1. Students' Error in Pronouncing English Pure Vowels

The writer found some students' error in pronouncing English pure vowels based on the test result and from interview. Actually, the students could

pronounce almost all English pure vowels correctly but there are some English pure vowels that students are very often error in pronouncing.

In this study, the writer uses 12 pure vowels as the object, those are /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, and /ɒ/. Based on the result in pronouncing English pure vowels, it is found that the most student often made mistake in pronouncing english pure vowels, **those are i:, ɜ:, u:, ʊ, ʌ, æ**. The problem they pronounced in this English pure vowels are unrounded close front vowel [i:] to be pronounced unrounded half close to close front vowel [ɪ], unrounded half close to half open central vowel [ɜ:] to be pronounced unrounded close front vowel [i:] , rounded close back vowel [u:] to be pronounced rounded half close to close back vowel [ʊ], rounded half close to close back vowel [ʊ] to be pronounced rounded close back vowel [u:], unrounded half open centro back vowel [ʌ] to be pronounced unrounded half open to half close central vowel ə, unrounded open to half open front vowel [æ] to be pronounced unrounded half open centro back vowel [ʌ].

Vowels Error				
To be pronounced			Words	
→			Examples	Transcriptions
[i]	→	[ɪ]	scene	[si:n] → [sɪn]
			meal	[mi:l] → [mɪl]
			knee	[ni:] → [nɪ]
			bee	[bi:] → [bɪ]

			peace	[pi:s] → [pɪs]
			meat	[mi:t] → [mɪt]
[ɛ:]	→	[i:]	fir	[fɛr] → [fɪ:r]
			serve	[sɜ:rv] → [sɪ:rv]
			paerl	[pɜ:rl] → [pɪ:rl]
[u]	→	[ʊ]	boon	[bu:n] → [bʊn]
			cool	[ku:l] → [kʊl]
			tool	[tu:l] → [tʊl]
			mood	[mu:d] → [mu:d]
			fortune	[fɔ:tʃu:n] → [fɔ:tʃʊn]
			roof	[ru:f] → [rʊf]
			moved	[mu:f] → [mʊf]
[v]	→	[ʊ]	push	[pʊʃ] → [pu:ʃ]
			bush	[bʊʃ] → [bu:ʃ]
			pull	[pʊl] → [pu:l]
			foot	[fʊt] → [fu:t]
			look	[lʊk] → [lu:k]
			book	[bʊk] → [bu:k]
			good	[gʊd] → [gʊd]
[ʌ]	→	[ə]	bud	[bʌd] → [bəd]
			tusk	[tʌsk] → [təsk]
			luck	[lʌk] → [lək]
			does	[dʌz] → [dəz]
[æ]	→	[ʌ]	cat	[kæt] → [kʌt]
			lack	[læk] → [lʌk]
			camp	[kæmp] → [kʌmp]
			had	[hæd] → [hʌd]

bad [bæd] → [bʌd]

sad [sæd] → [sʌd]

2. The Students' Ability in Pronouncing English Pure Vowels Made by Students from Tabalong Regency at Female Tabalong Dormitory

The finding data on subchapter shows that there are 3 students (12 %) who get the score 80-100 is in excellent category. 3 students (12%) get the score 70 - < 80 is in good category. 1 student (4 %) get the score 60 - < 70 is in fair category. 5 students (20%) get the score 50 - < 60 is in poor category. There are 13 students (52%) who get the score 0 - < 50 is in very poor category. The average scores the students got are 51.04. These average scores are categorized poor because the average scores are between 50 - < 60. So, the students' ability in pronouncing English pure vowels can be said poor category.

According to the result above, the writer has found that the ability that pronounced by students were in accordance with the definition of ability according to the Kipfer (1999: 2) saying that "ability as aptitude, capability, capacity, competence, competency, comprehension, dexterity, endowment, facility, faculty, intelligence, might, potentiality, qualification, resourcefulness, skill, strength, talent, and understanding".

3. Students' problem in Pronouncing English Pure vowels

The writer found some students' problem in pronouncing English pure vowels based on interview to each students. The most of Students at Female Tabalong

Dormitory, they learn the English subject for understanding only, so they do not know how to pronounce it exactly. Some students' problem in pronouncing English pure vowels:

1). Interference of first language to English. This is in accordance with the theories expressed by Fachun & Pengpeng (2009: 142) and Ladefoged (2001) saying that "first language very influential about pronunciation. Interference from first language is cause errors like stress and intonation in language target" and mother tongue has clear influence on learning second language pronunciation. Most of Indonesians have difficulties in speaking English with good pronunciation, because they are not familiar with language. Their English pronunciation is still influenced by their regional dialect, accent, environment, and their mother tongue language (M. Arif. 2012: 244).

The students wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from the mother tongue particularly in pronunciation and being too shy to speak English. The students said to the writer that they grew up in Tabalong Regency, so their native language very influential on English. The students are accustomed to using the native language like use Banjarese, it was caused their tongue stiff to speak English, especially in vowels.

They have more errors in pronouncing English pure vowels. From the results obtained, it was found that the students who come from tabalong difficulties in pronouncing English pure vowels especially **i:**, **ɜ:**, **u:**, **ʊ**, **ʌ**, **æ**

because they are accustomed to using the native language, so they feel difficulty in pronouncing English pure vowels.

2). The students' lack of knowledge of correct pronunciations and the meaning of English words. The students think if they lack of vocabulary they don't know how to pronounce the new words they encountered, so the students often confused to pronounce the words. In this case, the students' lack of vocabulary because they seldom to read English book or dictionary. This is in accordance with the theory expressed by Fachun & Pengpeng (2009: 144) saying that "learners must have a good habit of learning correct pronunciation at the beginning".

3). The intonation problem, The students said; "they are used to lengthen the short and long shorten". The students feel difficult to hear "tunes" or to identify the different pattern of rising and falling tones. so it is cause students' error in pronouncing English pure vowels. Based on the recording, the writer found some students' error in pronouncing English pure vowels such as: can you hear the words on the album?, the students pronounce this word with falling pitch (command) that should be pronounced with rising pitch (request), this is in accordance with example that explained by Gilakjani (2012:121):

- Can you take the scissors? (rising pitch) – request
- Can you take the scissors (falling pitch) – command

