



STUDENTS DIFFICULTIES IN PRONOUNCING VOWELS AT GRADE VIII MTs.S NU BATAHAN

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Abstract

This research was to find out students' difficulties in pronouncing vowels, particularly, in singing Maher Zain song entitled "I believe". In order to achieve the objectives, this research was conducted through qualitative study with case study design. The subject of this research was the eight-grade students of MTs.S NU Batahan in academic year 2021/2022 that consists of 90 students. The subjects were obtained through purposive sampling. The data of students' difficulties in pronouncing vowels as well as the reason were attained through pronunciation test, interview and observation. Based on the result of observation, interview, and test, it was found that: 1) the difficulties that faced by students in pronouncing vowel are lack of ability in pronouncing diphthongs [iə] [eə][uə][ei][di][oi] [əu] [ɒu]. the students often pronounce consonant "r" clearly instead of long vowels [ə:],[ɒ:] [ɔ:]. They found it difficult to pronoun the word that consist of double consonant.

Keywords: Difficulties, Diphthongs, Pronouncing vowels

INTRODUCTION

Language is the expression of human communication through which knowledge, belief, and behavior that can be experienced, explained and shared. This sharing is based on systematics, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Language is a system of arbitrary vocal symbol used for human communication. When a person needs to deliver his/her messages to other people, he/she needs a media or tool to deliver it. (Bates, 2019)

Thus, language learning is very important to human being. All sciences depend upon it and also all education in human life is conducted through it. There are many languages in this world.

Nowadays, English language has become the popular language which is learnt by most people in many areas of the world. English is an international language. It is the world's most widely used language by society for communication and international contact.

In Indonesia, English is acknowledged as a foreign language. It became an obligation subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skill. Such as listening, speaking, reading and writing skills, which include by language component, such as pronunciation. (Mustapha Chmarkh, 2021)

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. Abbas Pour Hossein Gilakjani (Hossain, 2011)said that with good pronunciation, a speaker is intelligible despite other errors, but with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas. So, the speakers have to have good pronunciation, so that their speech will be understandable to the listeners. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation. But, the most important category of

pronunciation is vowels. The following illustration will present some significance of vowel learning for the life.

First, vowels are used to know how the sound is came out from the mouth so that produces English well. Second, by learning vowels definitely it will be able to pronounce English well in daily conversation. Finally, it can examine the part of speech for more accustomed with style of English.

Therefore, it is undeniably that vowels learning is necessary for everybody in variety of purposes and needs. However, vowel skill is problematic at the most of students in the aspect of ability or motivation.

In MTs.S Nu Batahan have found that many students still have difficulties in pronouncing the words. They were still shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words.

In addition, they could not spell the word perfectly, because they prefer to listen the teacher speak English rather than practicing their pronunciation directly. Moreover, the researcher interviewed some students who say that learning how to pronounce the words exactly about vowel was most difficult one in learning English.

Based on the explanation above and problems exist in MTs. S NU Batahan about students' vowel ability, the researcher interested in conducting the research entitled Students Difficulties in Pronouncing Vowels at the Eighth Grade in MTs. S NU Batahan.

Based on the background and identification of the problem above, the research problem is needed to explain the aims of research. Furthermore the research problem are: "How is Students difficulties in Pronouncing Vowels. In this Research, the researcher concern about students' difficulties in singing Maher Zain song "I believe". The result of the research were expected to be useful for the teacher to improve their teaching of vowel in pronunciation. It is also expected to be useful for the students in increasing their ability in pronounce the words exactly about vowels.

Based on the explanation above the researcher formulates the literature review are: Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. According O'Grady W. & Dobrowolski, (M, 2000) "Vowels are sonorous, syllabic sound made with the vocal tract more open than it is for consonant and glide articulation. Different vowels sounds (also called vowel qualities are produced by varying the placement of the body of the tongue and shaping the lips. The shape of the cavity can be further altered by priding the lips to produce rounded vowels, or by lowering the velum to produce nasal vowels. Based on definition above, it can be concluded that vowels are sound in which there are no obstruction to the flow of air as it passes from the larynx to the lips.

According Hornby, "Vowel is a speech sounds in which the mouth is open and the tongue is not touching the top of the mouth." (Hornby, 1995) Generally, vowels have a function as sign of syllable because vowel is sound.

So, based on definition above, the researcher conclude that the vowels are speech sound in which all made in the mouth (place), with little or no air flow constriction (manner) and are always voiced in English. Exactly the tongue plays an essential role in forming vowels.

The Characteristics of vowels

Actually, there are four characteristics that describing about vowels. They are: (M, 2000)

Tongue Placement

The tongue is by far the strongest and most unique muscle in the human body. It is the only muscle that has one point of insertion, and an end that is left to find intrinsic stability in the open space of the oral cavity. (Merkel, 2015) If the vowel sounds sit, sat, god and put is repeated by tongue, it can be transcribed [i], [æ], [ɒ] and [u]. They are as the following:

- 1) Sit [sit]
Vowel sound of [i], if the mouth is seen on the mirror that the place of the tongue is held up or high to the front of the mouth.
- 2) Sat [sæt]
Vowel sound of [æ], the tongue is front and low of the mouth.
- 3) God [gɒd]
Vowel sound of [ɒ], the tongue is back and mid low of the mouth.
- 4) Put [put]
Vowel sound of [u], the tongue is back and mid high of the mouth.

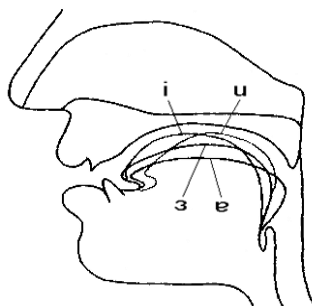


Figure 1. Tongue Placement and Height

Based on this figure, it can be known that tongue is not just place in one position but when we pronounce the vowels by our tongue, we will feel our tongue play in many positions.

Tongue Height

Tongue height are open and close vowels. The position of tongue height is high and low vowels. For the consistent of sound and in the continuity of perception in the next study, it is very important to decide right from the beginning. (Giegerich, 2018)

The characteristics of tongue height is divided into four, they are high, mid high, low and mid low vowels. High vowels are [i: and u], mid high vowels are [i, e, o and u]. Low vowels are [æ and a:], mid low vowels are [ɜ, ɒ and ɔ:]. Centre or central sounds are collaboration of tongue placement and height, so the sounds are [ə and ʌ].(Argawati, 2014)

So, it can be decided the number of vowels sounds in English is thirteen vowels. In British English, the number of vowel sounds is twelve vowels; same as with American English is twelve too. But both British and American English have significant differences especially in the back mid high and low vowels as illustrated in the vowel chart.(Hinkel, 2018)

Indonesian people especially different regional language, such Batak Toba language normally locates tongue height hardly in the centre of the mouth to sound vowels. Very clear the all sounds of vowel are pronounced same as with the letter “a, e, i, o and u”. (Hamka, 2011)

For instance, in words:

- 1) Ra [ra] means agreement
Letter and sound *a* is back and low vowel
- 2) Get [get] means getting
Letter and sound *e* is front and mid high vowel
- 3) Sip [sip] means be silent
Letter and sound *i* is front and high vowel
- 4) Do [do] means as finite in Batak language
Letter and sound *o* is back and mid high vowel
- 5) Hus [hus] means go away
Letter and sound *u* is back and high vowel

So, the researcher can conclude that the characteristics of tongue height, they are high, mid high, low and mid low vowels have same pronounced with the letter *a*, *i*, *u*, *e*, *o*, in Indonesian language.

Lip Rounding

Vowel sounds are clearly listened or identified in the surface of speaker on his or her lip rounding. English as a foreign language however is harder to identify by only listening the vowel sounds even using media. In conversation it is impossible every day it can derive media of pronunciation to clarify the sounds.

Further, lip rounding is not in a lies of sounds when open the lips, there of course one sound refer to the place and manner in surface. But it lies on the English. Because the lip rounding of English vowels normally is not so high and low, almost vowel sounds are in middle of centre. It can be see in the following figure for some vowel sounds.

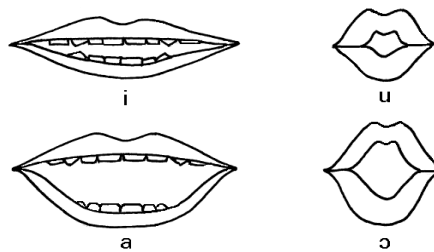


Figure 2. Lip Rounding

Based on those it can be concluded that the characteristics of vowel can show the form of vowel, and it can be known how the way to production some vowel in the mouth. So that can pronoun perfectly.(Syamsurizal, 2015)

Vowel Chart

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth. They are:

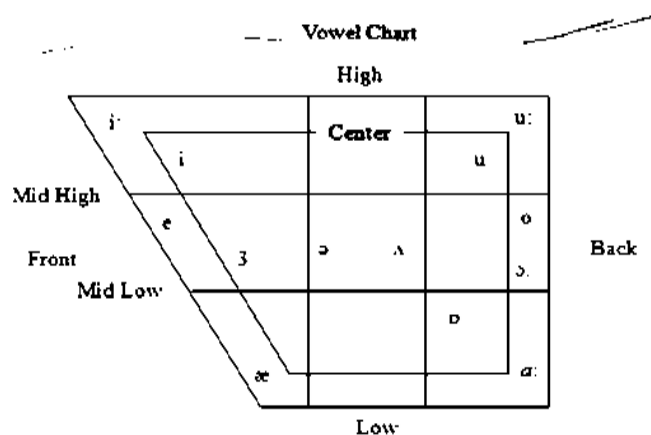


Figure 3. Vowel Chart

- 1) **Front, Central and Back vowels**
The terms front, central, back refer to the part of the tongue raised and the area in the mouth toward which is raised. Front vowels are made by lifting the front of the tongue toward the area nearest the upper teeth ridge. Central vowels are produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by brunching of the tongue toward the soft palate.
- 2) **High, Mid, and Low Vowels**
The term high, mid, and low refer to the difference in tongue high. (Mees., 2013) High vowels are made with the greatest bunching of the tongue, low vowels are made with least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching some where the high and low position.(Gunada, I. W. S., & Wayan, n.d.)

The Kinds of Vowels

Kinds of vowels are categorized into four categories: short vowel, long vowel, diphthong and trip tongs. They are discussed in the following:

Short vowels

This is table of short vowel and Long Vowel:

Short Vowel

i = Front High Central Vowel	[sit]
e = Front Mid High Vowel	[eməʊfn]
ɜ = Front Mid Low Vowel	[gʒt]
æ = Front Low Vowel	[kæn]
ɒ = Back Mid Low Central Vowel	[lɒv]
o = Back Mid High Vowel	[in diphthong]
u = Back Mid High Central Vowel	[put]
ə = Front Central Vowel	[ðə]
ʌ = Back Central Vowel	[kʌp]

The location of short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that the sounds are shorter. These sounds show differences between Indonesian vowel sounds. Especially for Batahan language in general, vowel sounds are of course foreign to pronounce and perceive, then it makes difficulties in understanding.

Further, students of English as a foreign language normally find ambiguities to detect and identify short vowels. They usually keep in suspense of the same locations such sound [ɒ], [o] [ʌ] in word body, sounds [ə], [ɜ] and [e] in word nurse.

Those ambiguities actually can be solved by looking the simplicity that one of them that can represent other sound (s), for example word body can be represented the sound as in [bɒdi] and nurse as in [nɜːz]. It can be also by looking the process of diphthong construction. The Process of Diphthong is compounding short vowels and only ended by centering and closing. The centering, the end sound is only [ə], and then closing, the end sound is [i] and [u].

Based on the explanation above it can perceive the simplicity of short vowels when the find the problem in deciding and identifying the sound what should be. However, to finish understanding in having a good understanding even in producing and comprehending the sounds, this study is better ended until the case is in the consonant, syllable, stress and intonation after we study the kinds of vowel sound such long vowel, diphthong and trip thong.

Above figure shows 2 red colors. They are [e] and [æ]. It is to say that both are different from others. For them, there must be reason. When it tried to differ them, it made examples such in word well was transcribed [wel], and word era was transcribed [iərə]. For sound [e] is more clear in consistence if [e] sound is as a nucleus that has single onset as voiced consonant and the single coda is voiced consonant. (Hadfield, 1984)

Then, sound [æ] can be seen in word can [kæn], have [hæv], and back [bæk]. The problem is, when it is trying to sound those words, it have a significant sound differently. Sounds [kæn] and [hæv] are little bit shorter, but sound [bæk] is a little bit longer. It may practice as good as possible and slower. So, for them, [e] and [æ] are actually must be in a good reason and must be able to be responsibility.

Long Vowels

Above short vowels were introduced. In this study, it can be looked at the types of vowel sounds. Long Vowels are vowel sounds around high- low and front-back vowels. The first to be introduced here are the five long vowels; these are the vowels which tend to be longer then the short vowels in similar context. It is necessary to say “in similar context” because as we shall see later, the length of all English vowel sound varies very much according to their context (such as the type of one sound that follows them) and the presence or absence of stress. (Jones D. , 2016)(Arquitectura et al., 2015)

To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots [:]. Thus we have: [i:], [ə:], [ɔ:], [ɒ:] and [u:]. (Jones D. , 2020) it may have noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality. If it compare some similar pairs of long and short vowels, for example [i] with [i:], or [u] and [u:] or [ɒ] and [a:] it can distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length. For this reason, all long vowels have symbols which are different from those short vowels; it can perhaps see that the long and short vowel symbols would still be different from each other even if it omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only one case where a long and a short vowels are closely similar in quality is that of [ɜ:] and [ə:]; but [ə:] is a special case. There must be reason for this. If the coda of the syllable is ended by letter or sound [r], the sound will be sounded as length as we shall see later especially in syllable.

i = Front High Vowel	[di:p]
a: = Back Low Vowel	[ka:]
ɔ: = Back Mid Low Vowel	[dɔ:]
u: = Back High Vowel	[ku:k]
ə: = Front Central Vowel	[ðə:]

Based on Explanation above it can be known that Long vowel is part of vowel that have sound more long than others vowel.

Diphthong

BBC pronunciation has large number of diphthongs, sounds which consist of movement or glide from one short vowel to another. A vowel which remains constant and does not glide is called pure vowel, and one of most common pronunciation mistakes that result in a learner of English having a “foreign” accent is the production of pure vowels where a diphthong should be pronounced. (ladefoged, 2014)

In terms of length, diphthongs are like the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is the first part is much stronger and longer than the second part; for example, most of diphthong [ɪi] (as in the words eye and I) consists of the [ɪ] vowel, and only in about the last quarter of the diphthong does the glide to [i] become noticeable. As the glide to [i] happens, the loudness of the sound decreases. As the result, the [i] parts is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthongs must not be made too strongly.

The total number of diphthongs is eight (though [uə] is increasingly rare). The easiest way to remember them is in terms of three groups divided as in this diagram:

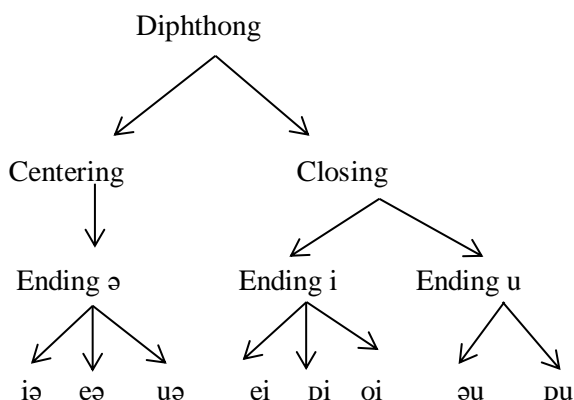


Figure 4. Diphthongs

From the ending sounds of diphthong, it can conclude the possible sounds in the ending of syllable in a word if it is more than one syllable, they are dominated by only sound [ə], [i] and [u]. It is hard to find the sounds out from those sounds even we take a look on different dictionaries. For example, study, information, extreme, forget are transcribe [stʊdi], [ɪnfəːmeɪʃn], [ɛkstriːm] and [fɔːgɪt] or [fɔːgət]. It see, the underline sounds are actually the evidence that the ending sounds, the nucleus of syllable in a word that has more then one syllables can generally dominate and represent ambiguous sounds. Examples:(Hancock, 2019).

i ə	beard	[biəd]
e ə	chair	[tʃeə]
u ə	tour	[tuə]
ei	face	[feɪz]
ɪi	time	[taɪm]
oi	voice	[voɪs]
əu	go	[gəʊ]
ɒu	loud	[laʊd]
ADDITIONAL		
Your		[jɔː]
you're		[juə]

Based on explanation above can be concluded that vowel have some form sounds that develop charts of the vowels become more variations. Whereas 13 of vowels can be classified base on position of the place of out the letter become some sounds, they are: short vowels, long vowels and diphthong.(Pratiwi, 2020)

METHOD

Based on analysis of data, the research used the qualitative research. This method is used to describe students' difficulties in pronouncing vowels at the eighth grade in MTs.S NU Batahan. This research was done in MTs.S NU Batahan, Subject of the research was the students in MTs.S NU Batahan at the Eighth Grade, especially VII² Grade in 2021/2022 academic years. There were some sources that needed it in the research they are: (Khairuzzaman, 2016) (Arikunto, 2013)

Primary sources of data, that was the grade VIII students at MTs.S NU Batahan, they were 90 students. They were divided into three classes. It was selected by using purposive sampling. Actually, researcher took 10 students from VII² class based on class rank, which the students of the highest ranking was 3 students, the middle ranking was 4 students, the lowest ranking was 3 students in this research. The researcher got those data from explanation of the teacher of VII² class. Because it can be representative to take the result of research, furthermore it made the research was more accurate. Another reason, it was caused of the limitation by the research on the time, knowledge and experience. Beside students, the primary sources were also included the Maherzain's song "I believe". The instrument of collecting data would be used in this research are: Test, the researcher gave chance or time for students for learning the song in two weeks, whereas, one learning in one week to knew about the song and another week for memorizing the song. After two weeks, they were records. Then, the researcher gave a test to ten students to sing Maherzain's song "I Believe" then the researcher collected their record to analyzed their vowel. After that, Interview, the researcher used interview to know the reason of student's difficulties and teachers' effort to improve the students' vowel's ability. The last was Observation. The researcher took the steps of the data analysis as follows: 1) Describing students' vowel ability in Singing Maherzain song "I Believe" at grade VII MTs.S NU Batahan. 2) Finding the students' difficulties in pronouncing vowel in Singing Maherzain song "I Believe" and explaining the teacher and students' effort to overcome the errors found by students in pronouncing vowel in singing Maherzain song "I Believe" at grade VII MTs.S NU Batahan Padangsidimpuan. 3) Take conclusion, it is done to conclude the discussion solidly and briefly. For checking Trustworthiness was uses triangulate. (Rijali, 2018)

FINDINGS AND DISCUSSION

Findings

The students' difficulties in pronouncing vowel in Singing Maherzain song "I Believe" at grade VII MTs.S NU Batahan.

As mentioned before, the describing students' vowel ability in singing maherzein song "I believe" was still low score. It happened, because of there were some difficulties of students in pronouncing those vowels.

Based on the result of test and interview to grade VII² students at MTs.S NU Batahan. There were some difficulties that usually faced by students in learning vowel. They were:

1. The students still weak to Pronoun Diphtong "[iə] [eə][uə][ei][di][oi] [əu] [ɒu].

Based on the result of the test they often changed diphthong become short vowel. For example at the second verse in the song lyrics " and you see no hope inside" if it were transcribed, it become [ənd] [jʊ:] [si:] [nɔ] [hɒp] [in] [sɒt], but the students pronoun the lyrics became [ənd] [jʊ:] [si:] [no] [hop] [in] [sɒt], the diphthong at the word " hope "[hɒp] changed become short vowel [hop] and also the diphthong at the word " inside" [in] [sɒt] changed become short vowel [sɒt]. For another example, see appendix III.

Those statement also was corroborated by their English teacher. She stated:

the difficulties that often I see at my students when they study English especially about pronunciation, they are so difficult to pronounce the word.

Not only that, the researcher also taken from interviewed with students. One of the students stated that:

I often difficult to pronounce the word by using diphtong "əu. even, I often ordered to repeat the words every English lesson.

So, Based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that the students still weak to Pronoun diphthongs "[iə] [eə][uə][ei][di][oi] [əu] [ɒu].(Renshaw, 2017)

2. They often using consonant "r" clearly to changed long vowel ([ə:],[ɒ:] [ɔ:])

Based on the result of the test they often using consonant "r" clearly to changed long vowel ([ə:],[ɒ:] [ɔ:]). For example at the first verse in the song lyrics " When you're searching for the light" if it were transcribed it become [Wɛn] [jʊə] [ʃə:tʃɪŋ] [fɔ:] [ðə] [lɪt] but the students pronoun the lyrics became [Wɛn] [jʊ] [ʃɛrʃɪŋ] [fɔr] [ðə] [lɪt], the long vowel at the word " searching" [ʃə:tʃɪŋ] changed [ʃɛrʃɪŋ], they were more showed consonant "r" than changed became long vowel.

Those statement also was corroborated by their English teacher. She stated:

In pronunciation they often pronounce "r" clearly, for example when I ordered them to pronounce the word "my heart" most all of them pronounce " r" clearly.

Not only that, the researcher also taken from interviewed with students. One of the students stated that:

the most difficult in pronounce English is the word that using consonant "r", but we can use the consonant "r" clearly, it make me difficult in speaking English.

So, Based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that they often using consonant "r" clearly to changed long vowel ([ə:],[ɒ:] [ɔ:]).

3. They were difficult to pronoun the word that consist of double consonant.

Based on the result of the test they were difficult to pronoun the word that consist of double consonant. For example at the second verse in the song lyrics "And let His love flow through" if it were transcribed, it become [ænd] [lɜt] [hɪz] [lɒv] [fləu] [θru:] but the students pronoun the lyrics became [ænd] [lɜt] [hɪz] [lɒv] [fləu] [drog]. The word Through changed became drog.

Those statement also was corroborated by their English teacher. She stated:

other difficulties that I have found at my students is they cannot pronounce the word that consist of double consonant.

Not only that, the researcher also taken from interviewed with students. One of the students stated that:

other difficulties that I feel when pronounce two words that have double consonant.

So, based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that they were difficult to pronounce the word that have double consonant.

4. Students were still weak in practicing the vowel in daily life.

Based on the result of the test and the score that was gotten by students, could be seen that student still weak in practicing the vowel. The student was still low score.

Those statement also was corroborated by their English teacher. She stated:

Most of students have little motivation to practice the way to pronounce the word in daily life.

Not only that, the researcher also interviewed the students. One of the students stated that:
I am not often practicing the pronounce English in my daily life, because most of my friends are same with me. We enjoy using our mother tongue, because it is more understood than others.

So, based on confirmed result of the test and the result of the interview with the teacher and students, it could be concluded that students still weak in practicing the vowel in daily life.

5. Students still weak to pronoun the new sentence with variation vowel.

Although the words often repeated by teacher but they are still weak to pronoun the new sentence with variation vowel. For example: In singing Maherzain song” and never would he hurt anything” they were still confused to pronounced those.

From the explanations above, it can be concluded that the pronouncing vowel in singing Maherzein song “I believe” become difficulties for Grade VIII² Mts.S Nu Batahan.

The difficulties were happened because there were many students who have not able to pronounced the vowel perfectly. They still shy and not seriously to learn vowels sound when they have learnt about vowel in their class. They were more like to played than listened teachers’ teaching. They were afraid their friends would laugh them when they pronounced the words. Addition they prefer to listen the teacher speak English rather than practicing their pronunciation.(Clandfield, 2015)

Discussion

Most of students’ at the VII² Grade MTs.S NU Batahan was students who like sung the English song. They often sing some English popular song in their class, exactly when they studied about English Lesson, their teacher often connect their vowel lesson with some song to make they were accustomed pronouncing the vowel and the students could more memorize the vowel.

In pronouncing the vowel, there were some difficulties that faced by students, they were: First. the students still weak to Pronoun Diphthongs “[iə] [eə][uə][ei][di][oi] [əu] [du]. They often change become short vowel. Second, they often using consonant “r” clearly to change long vowel ([ə:],[d:] [ɔ:]). Third, they difficult to pronoun the word that consist of double consonant. For example, the word *Through*.It is supported by Muhibbin Syah that the learning difficulties can be caused by 2 (two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child’s parents; and non social factor such as the tools of learning, and learning condition. (Shield et al., 2015)

However, the internal factor and external factor influenced the students’ difficulties in their pronouncing. First, they faced the difficulties because of their worse mind set or opinion. They believe that pronouncing vowel is difficult subject. Then, they have low enthusiasm and motivation in pronouncing vowel. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts to repeat the lesson especially in vowel (short vowel, long vowel and diphthong). While to overcome the students difficulties in pronouncing the words the teacher gave the explanation many time, practice and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students’ interested in learning pronunciation especially in learning vowel. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner. In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remadial.(Putrawanyah et al., 2020)

Thus, according to researcher, methods used in teaching vowel is a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember. (Muid, 2015)

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in teaching the teacher used to make shift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

CONCLUSION

Based on the result of observation, interview and test done by the researcher about the students' Difficulties in Pronouncing vowel at MTs.S Nu Batahan. The writer can conclude as follow: the difficulties that faced by students in pronouncing vowel are the students still weak to Pronoun Diphtong "[iə] [eə][uə][ei][di][oi] [əu] [ɒu]". They often using consonant "r" clearly to changed long vowel ([ə:],[ɒ:] [ɔ:]), they difficult to pronoun the word that consist of double consonant, students still weak in practicing the vowel in daily life, students still weak to pronoun the new sentence with variation vowel.

Finally, the efforts by English teacher to overcome the students difficulties in learning vowel were teacher always make drill and practice more and more, the teacher always repeated the lesson and gave more examples about the vowel, (short vowel, long vowel, and diphthong), the teacher asked the students to practice those vowel in daily life and memorize its, the teacher always asked some students to pronounce the vowel and asked them to make some example and practice them.

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