

STUDENTS' VOWELS ABILITY IN SINGING MAHERZAIN SONG "I BELIEVE" AT THE EIGHTH GRADE IN MTS. S NU BATAHAN

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ABSTRACT

The research was taken based on fact that most of students MTs.S NU Batahan pronounce English vowel incorrectly. Many students still have difficulties in pronouncing the words. The researcher wants to analyze students' vowel ability in singing Maherzein song "I believe". The objectives of the research were to describe students' vowel ability of MTs.S NU Batahan in Singing Maherzain song "I Believe", to find the difficulties students' vowel ability of Mts.S NU Batahan in Singing Maherzain song "I Believe", to explain the planning efforts of teacher and students to overcome the error found by students in pronouncing vowel by singing Maherzain song "I Believe". The research used Descriptive Qualitative Method The data were taken from test, the techniques for collecting data with the test as follow, researcher gave chance or time for students to learn the song in two weeks, whereas, one learning in one week to know about the song and another week for memorizing the song. After two weeks, they are record. Beside the test, the researcher took the data from interview and observation. The result was found that students' vowel ability in singing Maherzein song "I believe" at MTs.S NU Batahan was still low score 33.49%. The students still weak to Pronoun Diphtong "[iə] [eə] [uə] [ei] [di] [oi] [əu] [du]. They often using consonant "r" clearly to changed long vowel ([ə:], [ɔ:]), they difficult to pronoun the word that consist of double consonant. After analyzing the data. It was concluded that students' vowel ability in singing Maherzain song "I believe" at the Eight Grade in MTs.S NU Batahan was still low.

KEYWORDS: *Vowels, Maherzain Song, Ability,*

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.

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.

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. Gilakjani (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 the school of 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.

The researcher determined the objective writing of the research as follows: to describe students' vowel ability in Mts. S NU Batahan in Singing Maherzain song "I Believe". to find the students' difficulties in pronouncing vowel in Mts. S NU Batahan in Singing Maherzain song "I Believe".to explain the planning efforts of teacher and students to overcome the error found by students in pronouncing vowel in singing Maherzain song "I Believe" at grade VIII MTs. S NU Batahan Padangsidimpuan.

REVIEW OF LITERATURE

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. According Dobrovlosky (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.” 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.

Actually, there are four characteristics that describing about vowels. They are:

a. 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. 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.

Let see and practice the following figure!

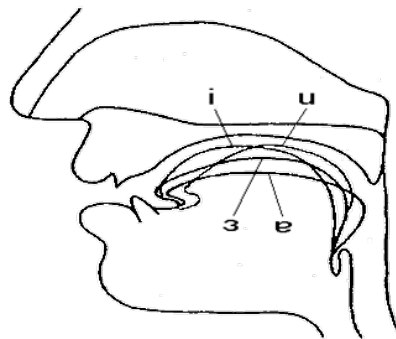


Figure 1: Tongue Placement and Height

Based on those statement, 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.

b. 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. 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]. So, it can be decided the number of vowel 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. 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".

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 pronounce with the letter *a, i, u, e, o*, in Indonesian language.

c. 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.

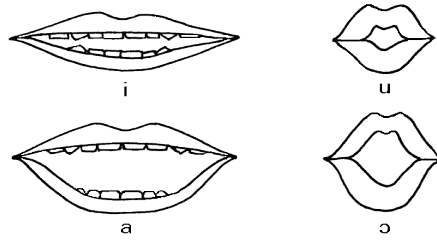


Figure 2: Lip Rounding

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.

d. Vowel Chart

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

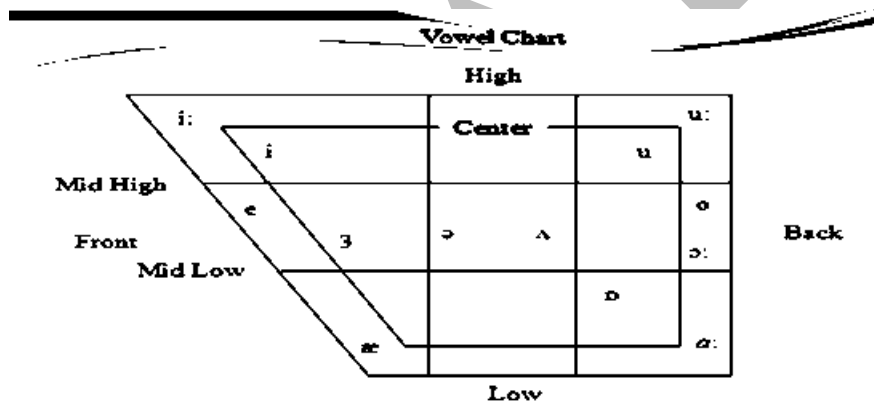


Figure 3: Vowel Chart

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. 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.

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:

a. Short vowels

This is table of Short vowel and Long Vowel:

Short Vowel

i = Front High Central Vowel	[sit]	
e = Front Mid High Vowel		[eməʊʃn]
ɜ = Front Mid Low Vowel		[gɜt]
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 [nɜ:z]. 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 [iəɾə]. 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.

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.

b. 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.

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:], and [u:].

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 [ɔ] 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.

Long Vowel	
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.

c. 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.

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 [ɔɪ] (as in the words eye and I) consists of the [ɔ] 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:

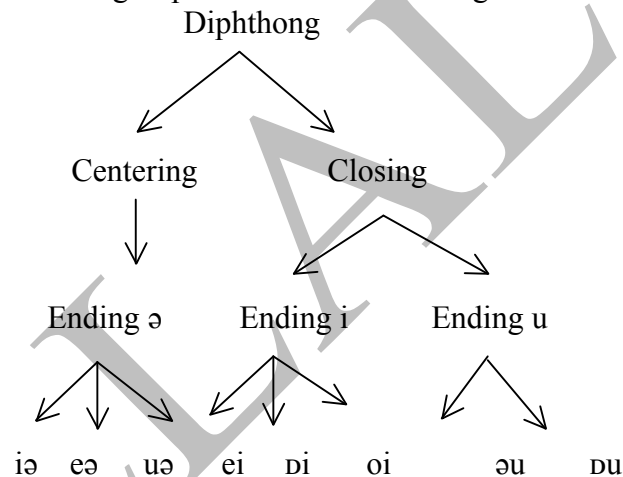


Figure 4: Diphthongs

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:

i ə	beard	[biəd]
eə	chair	[tʃeə]
uə	tour	[tuə]
ei	face	[feiz]
ɪi	time	[tɪm]
ɔi	voice	[voiz]
əu	go	[gəu]
ɒu	loud	[ləud]
ADDITIONAL		
Your		[jɔ:]
you're		[juə]

Figure 5: Example of Diphthong

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 based on position of the place of out the letter become some sounds, they are: short vowels, long vowels and diphthong.

Maherzain's Song

a. Maherzain's Bibliography

Maher Zain born July 16, 1981 in Tripoli Lebanon, he is a Muslim Swedish R&B singer, songwriter and music producer of Lebanese origin. Maherzain got his first keyboard when he was only ten and ever since music officially became part of Maher's world. His family moved to Sweden when Maher was only 8, where he continued his schooling, and later entered university and got a Bachelors degree in Aeronautical Engineering. With things changing around him, one thing remained the same – his strong passion for music. He would spend late nights at school with his friends where they would sing, rap, compose and experiment with music in every way. It didn't take him long to realize that music became an integral part of who he is. music was something he had loved from a young age and he didn't want to abandon it. Instead, he made a transition: he swapped secular music for something more religious.

b. Maherzain's song

Song is a musical composition usually sung by a solo voice. It may be perform with or without accompaniment. Additionally, quite often a song will have lyrics to it. Lyrics are the words to the song, and they will often tell the story of the song. Most songs have a simple lyrical style. In name cases, these lyrics might rhyme, but they do not have to. Lyrics can be sung or spoken depending on the composer's intent. There are many different styles of song. A composer can set style of the song by the rhythms that they create with melodic structure that they choose to use. Zain's music is influenced by his faith and has strong religious overtones. Zain sings in English and Arabic. His songs are not prescriptive, but emphasize the spiritual aspects of the faith. For example, in his song *Mawlana* on the album *Forgive Me*, he sings about the Prophet Muhammad and his characteristics, especially his role as example to be emulated.

In another song Maherzain was featured on Irfan Makki's track "I Believe" from his debut studio album of the same name on the same album, his song about The spirit of Islam.

The Lyric of "I believe" is :

*When you're searching for the light
And you see no hope in sight
Be sure and have no doubt
He's always*

close to you

*He's the one who knows you best
He knows what's in your heart
You'll find your peace at last
If you just*

have faith in Him

*You're always in my heart and mind
Your name is mentioned every day
I'll follow you no matter what
My biggest wish*

is to see you one day

Chorus:

I believe

I believe

Do you believe,

oh

do

you

believe?

Coz I believe

In a man who used to be

So full of love and harmony

He fought for peace and liberty

And never would he hurt anything

He was a mercy for mankind

A teacher till the end of time

No creature could be compared to him

So

full

of

light

and

blessings

You're always in my heart and mind

Your name is mentioned every day

I'll follow you no matter what

If

God

wills

we'll

meet

one

day

Chorus

If you lose your way

Believe in a better day

Trials will come

:

But surely they will fade away

If you just believe

What is plain to see

Just open your heart

And let His love flow through

I believe

I believe,

I believe

I believe

And now I feel my heart is at peace

Chorus:

I believe, I believe, I believe, I believe

Artists like Maherzain has tapped into an important need in the Muslim community: to have music that reflects his religious commitment. Even if all Muslims do not appreciate his music because he use of instruments (some Muslims believe that only the voice and a specific type of percussion can be used for music), his music offers young Muslims an alternative that they can relate to.

So, based on explanation above, Maherzain song also can influence the students of MTs.S Nu Batahan to become the best men or women. Furthermore, in Mahezain song "I believe" the students of MTs.S NU Batahan can also learn some vowel, as like has analyzed based on kinds of vowel: " short vowel, long vowel and diphthong, they are:

- 1) [i] = 53
- 2) [e] = 11
- 3) [ɜ] = 2
- 4) [æ] = 6
- 5) [ɒ] = 20
- 6) [o] = 1
- 7) [u] = 2
- 8) [ə] = 20
- 9) [ʌ] = 4
- 10) [i:] = 21
- 11) [e:] = 13
- 12) [ɔ:] = 20
- 13) [ɔ:] = 3
- 14) [u:] = 31
- 15) [iə] = -
- 16) [eə] = -
- 17) [uə] = 3
- 18) [ei] = 13
- 19) [di] = 22

- 20) [Oi] = -
- 21) [əu]=16
- 22) [ɒu]=2

RESEARCH QUESTION

- 1) How are the students' vowel ability in singing Maherzain song "I Believe" at grade VIII Mts. S NU Batahan?
- 2) What are students' difficulties in pronouncing vowel in singing Maherzain Song "I Believe" at grade VIII Mts. S NU Batahan?

RESEARCH METHOD

Based on analysis of data, the research used the qualitative research. According Gay and Eurasian Qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information. Additionally, Lexy J Moleong stated "Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method". It means that Qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non numerical data. Based on the method, the research used descriptive method. According to Gay and Peter Airasian, "descriptive research is a descriptive study determines and describes the way things are. It may also compare subgroups such as males and females or experienced and experienced teachers view issues and topic". This method is used to describe the analysis of students' vowel ability in singing Maherzain song "I Believe" at the eighth grade in MTs.S NU Batahan. Based on the place, this research was field research. This research had done in MTs.S NU Batahan.

RESULT AND DISCUSSION

Describing Students' Vowel Ability of MTs.S NU Batahan in Singing Maherzain song "I Believe."

The researcher took 10 students as a subject to be analyzed. The Researcher gave a chance or time for students to learn the song in two weeks. Whereas, one learning in one week to know about the song and one week more to memorize the song. After two weeks, the researcher recorded their sound. The researcher took 10 students for appropriating another students from VIII² Grade MTs.S NU Batahan. It was done, based on the objective which to analyze vowel sound of students. So that, 10 students could be appropriate this research, and make it more accurate. They were divided based on the Highest, middle, and lowest ranking. They were as the following:

Table 1: Students Data

No	Name	Class rank		
		The Highest Ranking	The Middle Ranking	The lowest Ranking
1	Rizki Amanda	✓		
2	Dayatul Aini	✓		
3	Idayatri	✓		
4	Amrotul		✓	
5	Gusmardi		✓	
6	Rusmalina		✓	
7	Ronaldi		✓	
8	Arizon Putra Pratama			✓
9	Hidia Fitri			✓
10	Yudha Armanda Hasan			✓

Looking from the data above, the students divided into 3 the highest, 4 the middle and 3 the lowest ranking. They were analyzed by giving test to sing Maherzein's song "I Believe". Then, researcher collected their record to analyze their vowel.

Based on result of the test, the researcher found that students' vowel ability in singing maherzein song "I believe" were really different. The following description would show every details of their competence. See appendices IV. Based on those, the students' vowel ability divided on three kinds of vowel: "short vowel, long vowel and diphthong. They are:

a. Short vowel

Short vowel was consist of 9 kinds, they were [i] [e] [ɜ] [æ] [ɒ] [o] [u], [ə],[ʌ]. Based on the data table 2nd above, the researcher analyzed, as the following;

1) [i]

In Maherzain's song "I Believe", the vowel [i] was 53, Rizki pronounced 53 times, Dayatul pronounced 56, Idayatri pronounced 54, Amro 53, Gusmar 53, Lina pronounced 53, Ronal 53, Arizon 53, Hidia 53, Yudha 53. So, the percentage of students who pronounced vowel [i] was 22.97%. It can be categorized that the students' vowels ability in pronouncing vowel [i] was still low.

2) [e]

In Maherzain's song "I Believe" the vowel [e] was 11, Rizki pronounced 12 times, Dayatul pronounced 17, Idayatri pronounced 12, Amro pronounced 13, Gusmar pronounced 13, Lina pronounced 13, Ronal pronounced 12, Arizon pronounced 14, Hidia pronounced 13, Yudha pronounced 12 times. So the percentage of students who pronounced vowel [e] was 5.63%. It can be categorized that the students' vowels ability in pronouncing vowel [e] was enough.

3) [ɜ]

In Maherzain's song "I Believe" the vowel [ɜ] was 2, Rizki pronounced 2 times, Dayatul pronounced 2, Idayatri pronounced 2, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 14, Hidia pronounced 14, Yudha pronounced 14 times. So the percentage of students who pronounced vowel [ɜ] was 2.28%. It can be categorized that the students' vowels ability in pronouncing vowel [ɜ] was very low.

4) [æ]

In Maherzain's song "I Believe" the vowel [æ] was 6, Rizki pronounced 6 times, Dayatul pronounced 6, Idayatri pronounced 6, Amro pronounced 8, Gusmar pronounced 5, Lina pronounced 5, Ronal pronounced 5, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who uses vowel [æ] was 2.28%. It can be categorized that the students' vowels ability in pronouncing vowel [æ] was very low.

5) [ɒ]

In Maherzain's song "I Believe" the vowel [ɒ] was 20, Rizki pronounced 21 times, Dayatul pronounced 20, Idayatri pronounced 23, Amro pronounced 24, Gusmar pronounced 24, Lina pronounced 24, Ronal pronounced 24, Arizon pronounced 22, Hidia pronounced 21, Yudha pronounced 22 times. So the percentage of students who pronounced vowel [ɒ] was 9.59%. It can be categorized that the students' vowels ability in pronouncing vowel [ɒ] was very low.

6) [o]

In Maherzain's song "I Believe" the vowel [o] was 1. Rizki pronounced 1 times, Dayatul pronounced 3, Idayatri pronounced 2, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 3, Hidia pronounced 3, Yudha pronounced 3 times. So the percentage of students who pronounced vowel [o] was 0.98%. It can be categorized that the students' vowels ability in pronouncing vowel [o] was very low.

7) [u]

In Maherzain's song "I Believe" the vowel [u] was 2. Rizki pronounced 2 times, Dayatul pronounced 4, Idayatri pronounced 4, Amro pronounced 4, Gusmar pronounced 4, Lina pronounced 4, Ronal pronounced 4, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who pronounced vowel [u] was 1.63%.

8) [ə]

In Maherzain's song "I Believe" the vowel [ə] was 20. Rizki pronounced 22 times, Dayatul pronounced 24, Idayatri pronounced 21, Amro pronounced 22, Gusmar pronounced 22, Lina pronounced 22, Ronal pronounced 24, Arizon pronounced 24, Hidia pronounced 22, Yudha pronounced 24 times. So the percentage of students who pronounced vowel [ə] was 9.76%. It can be categorized that the students' vowels ability in pronouncing vowel [ə] was very low.

9) [ʌ]

In Maherzain's song "I Believe" the vowel [ʌ] was 4. Rizki pronounced 2 times, Dayatul pronounced 4, Idayatri pronounced 4, Amro pronounced 4, Gusmar pronounced 4, Lina pronounced 4, Ronal pronounced 4, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who pronounced vowel [ʌ] was 1.72%. It can be categorized that the students' vowels ability in pronouncing vowel [ʌ] was very low.

b. Long vowel

Long vowel consist of 5 kinds, they were [i:] [u:] [a:] [ɔ:] [ə:]. Based on the data table 2nd above, the researcher analyzed, as the following;

1) [i:]

In Maherzain's song "I Believe" the vowel [i:] was 21. Rizki pronounced 21 times, Dayatul pronounced 21, Idayatri pronounced 21, Amro pronounced 21, Gusmar pronounced 21, Lina pronounced 21, Ronal pronounced 21, Arizon pronounced 21, Hidia pronounced 21, Yudha pronounced 21 times. So the percentage of students who pronounced vowel [i:] was 9.03%. It can be categorized that the students' vowels ability in pronouncing vowel [I:] was very low.

2) [u:]

In Maherzain's song "I Believe" the vowel [u:] was 31. Rizki pronounced 32 times, Dayatul pronounced 31, Idayatri pronounced 31, Amro pronounced 31, Gusmar pronounced 31, Lina pronounced 31, Ronal pronounced 32, Arizon pronounced 31, Hidia pronounced 31, Yudha pronounced 31 times. So the percentage of students who pronounced vowel [u:] was 13.4%. It can be categorized that the students' vowels ability in pronouncing vowel [u:] was very low.

3) [a:]

In Maherzain's song "I Believe" the vowel [a:] was 20. Rizki pronounced 5 times, Dayatul pronounced 6, Idayatri pronounced 6, Amro pronounced 6, Gusmar pronounced 6, Lina pronounced 6, Ronal pronounced 6, Arizon pronounced 6, Hidia pronounced 6, Yudha pronounced 6 times. So the percentage of students who pronounced vowel [a:] was 2.53%. It can be categorized that the students' vowels ability in pronouncing vowel [a:] was very low.

4) [ɔ:]

In Maherzain's song "I Believe" the vowel [ɔ:] was 3. Rizki pronounced 3 times, Dayatul pronounced 3, Idayatri pronounced 3, Amro pronounced 3, Gusmar pronounced 3, Lina pronounced 3, Ronal pronounced 3, Arizon pronounced 3, Hidia pronounced 3, Yudha pronounced 3 times. So the percentage of students who pronounced vowel [ɔ:] was 1.29 %. It can be categorized that the students' vowels ability in pronouncing vowel [ɔ:] was very low.

5) [ə:]

In Maherzain's song "I Believe" the vowel [ə:] was 13. Rizki pronounced 14 times, Dayatul pronounced 14, Idayatri pronounced 13, Amro pronounced 14, Gusmar pronounced 14, Lina pronounced 14, Ronal pronounced 14, Arizon pronounced 14, Hidia pronounced 14, Yudha pronounced 14 times. So the percentage of students who pronounced vowel [a:] was 5.98 %. It can be categorized that the students' vowels ability in pronouncing vowel [ə:] was very low.

c. Diphtongs

Diphtongs consists of 8 kinds, they were [iə] ,[eə],[uə], [ei], [di], [oi], [əu] [du]. Based on the data table 2nd above, the researcher analyzed, as the following:

1) [iə]

In Maherzain's song "I Believe" vowel [iə] was nothing.

2) [eə]

In Maherzain's song "I Believe" the vowel [eə] was nothing. Rizki did not pronounce it, Dayatul pronounced 1, Idayatri pronounced did not use it, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who pronounced vowel was [eə] 0.34 %. It can be categorized that the students' vowels ability in pronouncing vowel [eə] was very low.

3) [uə]

In Maherzain's song "I Believe" the vowel [uə] was 3. Rizki pronounced 3 times, Dayatul pronounced 3, Idayatri pronounced pronounced 3 times, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who pronounced vowel was [uə] 0.68 %. It can be categorized that the students' vowels ability in pronouncing vowel [uə] was very low.

4) [ei]

For analyzis the vowel [ei] was 13. Rizki pronounced 1 times, Dayatul pronounced 1, Idayatri pronounced pronounced 1 times, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who uses vowel was [ei] 0.43 %. It can be categorized that the students' vowels ability in pronouncing vowel [ei] was very low.

5) [di]

In Maherzain's song "I Believe" the vowel [ei] was 22. Rizki dis not use it, Dayatul pronounced 17, Idayatri pronounced pronounced 15 times, Amro pronounced 10, Gusmar pronounced 10, Lina pronounced 10, Ronal pronounced 10, Arizon pronounced 5, Hidia pronounced 5, Yudha pronounced 5 times. So the percentage of students who pronounced vowel was [di] 7.65 %. It can be categorized that the students' vowels ability in pronouncing vowel [di] was very low.

6) [oi]

In Maherzain's song "I Believe" vowel [oi] was nothing.

7) [əu]

In Maherzain's song "I Believe" the vowel [əu] was 16. Rizki pronounced 3 times, Dayatul pronounced 2, Idayatri pronounced pronounced 3 times, Amro pronounced 3, Gusmar pronounced 3, Lina pronounced 3, Ronal pronounced 4, Arizon did not use it, Hidia pronounced 7, Yudha pronounced 5 times. So the percentage of students who pronounced vowel was [əu] 1.50 %. It can be categorized that the students' vowels ability in pronouncing vowel [əu] was very low.

8) [ɒu]

In Maherzain's song "I Believe" the vowel [ɒu] was 2. Rizki pronounced 2 times, Dayatul pronounced 2, Idayatri pronounced 1 times, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 2 times, Hidia pronounced 2, Yudha pronounced 2 times. So the percentage of students who pronounced vowel was [ɒu] 0.94 %. It can be categorized that the students' vowels ability in pronouncing vowel [ɒu] was very low.

Based on the data above, It could be concluded that the result of the analysis of students' short vowel ability was 56.69%, students' long vowel ability was 32.25% and students' diphthongs ability was 11.54%.

To get the presentation of students' vowel ability in singing Maherzein song "I believe" totality. Researcher made formula to find the mean score. Based on Riduan, the formula is:

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

$$\begin{aligned} M &= \frac{\text{Short vowel} + \text{long vowel} + \text{Diphthongs}}{3} \\ &= \frac{56.69\% + 32.25\% + 11.54\%}{3} \\ &= 33.49\% \end{aligned}$$

Based on the test result that was given to the students, to determine the students' vowel ability in singing Maherzein song "I believe" in MTs.S NU Batahan can be seen on the criteria below:

Table 2: Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good

Based on the calculating score the students' vowel ability in singing Maherzein song "I believe" in MTs.S NU Batahan was 33.49%. So, it can be categorized that the students' vowel ability in singing Maherzein song "I believe" in MTs.S NU Batahan was still low score.

The Students' Difficulties in Pronouncing Vowel in Singing Maherzain Song "I believe" at Grade VIII 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 vowel.

Based on the result of test and interview to grade VIII² students at MTs.S NU Batahan. There were some difficulties that usually faced by students in learning vowel. They were:

- a. 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] [jɜ:] [si:] [no] [houp] [in] [sɒit], but the students pronoun the lyrics became [ənd] [jɜ:] [si:]

[no [hop] [in] [sɒt], the diphthong at the word “hope” [hɒp] changed become short vowel [hɒp] and also the diphthong at the word “inside” [in] [sɒt] changed become short vowel [sɒt]. For other example, see appendix III.

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

”Kesulitan yang sering saya lihat pada anak didik saya ketika pembelajaran bahasa inggris khususnya tentang malafalkan kosakata, mereka sangat sulit untuk melafalkan kata-kata yang ada diphthongnya, contohnya, kata ‘close’ yang dibaca “[kləʊz] menjadi [kloz]”. (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:

“Saya sering sulit melafalkan kata-kata yang menggunakan diphthong ”əʊ” bahkan saya sering disuruh mengulang kata-kata tersebut setiap pelajaran bahasa inggris dikelas’. (I often difficult to pronounce the word by using diphtong ”əʊ, 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].

b. 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 [Wen] [jɔə][ʃə:tʃɪŋ] [fɔ:] [ðə] [lɒɪt]but the students pronoun the lyrics became [Wen] [jɔ][ʃərʃɪŋ] [for] [ðə] [lɒɪt], the long vowel at the word “searching” [ʃə:tʃɪŋ] changed [ʃərʃɪŋ], they were more showed consonant “r” than changed became long vowel.

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

“Dalam pelafalan kosa-kata mereka juga sangat sering memperjelas konsonan “r” ketika melafalkannya, misalnya ketika saya menyuruh mereka melafalkan kata “my heart” kebanyakan mereka selalu memperjelas huruf “r” saat melafalkannya”. (In pronouncing 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:

“Yang paling susah dalam pelafalan bahasa inggris itu adalah ketika saya disuruh melafalkan kata yang meggunakan huruf “r”, tetapi ketika dilafalkan tidak boleh melafalkannya secara jelas, itu membuat saya sangat sulit dalam berbahasa inggris”. (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:],[ɔ:],[ɔ:]).

c. 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] [hiz] [lɒv] [fləʊ] [θru:] but the students pronoun the lyrics became [ænd] [lɜt] [hiz] [lɒv] [fləʊ] [dɾɔg]. The word *Through* changed became *drog*.

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

“Selanjutnya kesulitan yang saya temukan pada mereka yaitu ketika melafalkan kata-kata yang menggunakan dabel konsonan atau lebih. Jarang ada yang tepat yang mereka lafalkan ketika saya suruh”. (other difficulties that I have found at my students is they can not pronounce the word that consist of double consonant.

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

“Satu hal lagi yang paling sulit ketika melafalkan dabel konsonan, kata-kata nya terlalu sulit untuk dilafalkan, apalagi jika kata-kata yang baru yang membuatnya susah diingat”. (another 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.

d. 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 students still weak in practicing the vowel. The student was still low score.

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

“Siswa disini kebanyakan masih kurang termotivasi untuk mempraktikkan cara pengucapan kosa-kata tersebut secara sistematis dalam kehidupannya sehari-hari”. (most of students have little motivation to practice the way to pronounce the word in daily life)

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

“Saya tidak sering mempraktikkan untuk melafalkan kosa-kata bahasa inggris dalam keseharian saya. Karena kebanyakan teman-teman saya juga seperti itu. Kami senang menggunakan bahasa kami sendiri karena dengan begitu lebih mudah diengerti”. (I am not often practice 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 the result of the test and the result of the interviewed with the teacher and students, it could be concluded that students still weak in practicing the vowel in daily life.

- e. 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 confuse to pronounced those.

Based on 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 was 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.

CONCLUSION

Based on the result of observation, interview and test done by the researcher about the students’ vowel ability in singing Maherzein song “I believe” at MTs.S Nu Batahan. The writer can conclude as follow Firstly, the students’ ability in students’ vowel ability in singing Maherzain song “I believe” at MTs.S Nu Batahan was still low. Secondly, the difficulties that faced by students in pronouncing vowel are the students still weak to Pronoun Diphtong “[iə] [eə][uə][ei][di][oi] [əu] [du]”. They often using consonant “r” clearly to changed long vowel ([ə:],[ɜ:],[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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