ENGLISH VOWEL PRONUNCIATION PROBLEMS FACED BY FRENCH TEENAGERS AGED 14 TO 20 LIVING IN GENEVA

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Abstract

The aim of this study is to find out English vowel pronunciation problems faced by French teenagers aged 14 to 20 lived in Geneva, and to find out the internal and external factors of pronunciation problems faced by French teenagers aged 14 to 20 lived in Geneva. This is a descriptive qualitative study in which the data are taken from interview, test and documentation. The techniques of data analysis are data reduction and data display. Based on the result of the study, the study finds out that French

teenagers still have some difficulty in English vowel pronunciation because English vowel and French vowel are different but also most French teenagers have some lack of confidence in speaking English. French teenagers experience English vowel pronunciation difficulties with most of vowel mistake are 6 vowels such as /æ/, /ʊ/, /ʌ/, /ə/, /ɔ: /, and /u/.

Keywords: English vowel, pronunciation problems

A. Introduction

In case of English language use in the world according to Jenkins (2003) the position of English language can be in the field of entertainment, business or science is undeniably dominant. English is an international language with speakers all over the world, that is why English is very important as a global communication which is raised among companies or important institutions such UN (United Nations), WHO (World Health Organization) etc., English language is the official language that the country used and it's understood because people around the world used more English than their own language, English is global because it is used by many countries; can be in Asia, Europe, Africa as well in France.

However, in countries of Africa, Asia and Europe including France still has difficulty in using English language. One of the worst problems is pronunciation as what the other experiencing. Siebens (2016: 4) says that English is the first choice of foreign language in France, and the issues associated with the teaching and learning of English particularly controversial. The learning of modern language is of undeniable importance for school children, as

teaching; especially English is frequent and sometimes polemical subject of discussion.

There is even a current thought that promotes the compulsory teaching English in French schools. Further, Laine (2009: 5-6) states that today, the French is in a crisis because of the expansion of English which has many speakers. French is defended with the help of organizations like the French Academy and also by legislation. The fact that French needs to be defended may be a sign that they feels threatened or in crisis.

Even though some important international organizations are located in Geneva such as UN (United Nations), WHO (World Health Organization) they prefer to use French instead of English due to their lack interest in English and the problems are grammar, speaking, listening. The writer thinks it is important to do research on the pronunciation problems faced by French teenagers aged 14 to 20 lived in Geneva, particularly in vowel pronunciation until now there is no vowel research conducted to French teenagers by Indonesian researchers.

They are more focusing on Indonesian students as object of research like the research from Diah Ayu Yuniarti she is more focusing to the English department students of FKIP Muhammadiyah University of Surakarta and also the research from Ezzeldin Mahmoud Tajeldin Ali who are more focusing on Sudanese learners of English. The writer had ever lived for 16 years in Geneva and from her observation, French teenagers still have difficulty to distinguish vowel like A, I, U, E, O and also in pronouncing English vowels words. The reason why the writers decide to choose this research because from the experience of the writer, the writer had lived in Switzerland for 16 years and as long as the author lives in Switzerland, the writer also finds that the friends of

the writer and other Swiss teenagers are still having difficulty in English, especially when they pronounce the vowel.

B. Literature Review

The theories reviewed below are related to pronunciation, French vowel pronunciation, and Factors Causing English Pronunciation Problems.

1. Pronunciation

According to Seidlhofer and Dalton (1995: 10) pronunciation means that by pronouncing some words, people are utilizing a language that they can communicate with others as pronunciation is the way of the language is spoken. Pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning context. Meanwhile according to AMEP Research Center (2012: 1) pronunciation refers to the production of sounds that we use to make meaning. It includes to the particular sounds of a language (segments), aspects of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gesture and expressions that are closely related to the way we speak.

a. English Vowel Pronunciation

According to Ramelan (1994: 59) vowel is the production of which the organs of speech remain in a given position for an appreciable period of time. O'Connor (1980: 78) also states that O'Connor (1980: 79) states that vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by

different positions of the tongue and of the lips. It is easy to see and to feel the lip differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well. Ramelan (1994: 61) explains English vowel as follow:

1) Vowel /i:/

Vowel /i:/ is an unrounded close front vowel and in producing the vowel /i:/ the front tongue is raised. It is raised almost to the close position the lip position is unrounded or spread, it may even be neutral, and the jaws are slightly apart from each other. The organs of speech are relatively fortis or tense, which can be felt by putting the finger tips on the muscles below the jaws.

2) Vowel /ɪ/

Vowel /ɪ/ is an unrounded hal-close to close front vowel and he describes that in producing the vowel /ɪ/ the front of the tongue is raised; the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel. The tongue is raised to a point slightly above the half close positions; the tongue position is clearly lower than that for /i:/. The lips are spread or neutral the jaws are bit wider than for /i:/

3) Vowel /e/

For the short RP vowel /e/, the front of the tongue is raised between the half-open and half-close positions: the lips are loosely spread and are slightly wider apart than for /ɪ/; the tongue may have more tension than in the case of /ɪ/, the side rims

making a light contact with the upper molars. /e/ does not occur in final, open syllables.

4) Vowel /æ/

Vowel /æ/ is an unrounded open-to-half open front vowel he describes that in producing /æ/ the front tongue is raised. The front of the tongue is raised a little bit to a point midway between the open and the half-open position and the lip position is spread or neutral. The jaws are widely opened.

5) Vowel /ɑː/

Ramelan (1994: 67) states that /ɑː/ is an unrounded open back vowel and he describes that in producing vowel /ɑː/ the back of the tongue is raised. The raising is somewhat advanced from the real back position. The raising of the is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position though classed as a back vowel. The lips for the production of /ɑː/ are not rounded, but they are neutral and the jaws are not fairly wide.

6) Vowel /ɒ/

This short vowel is articulated with wide open jaws and slight, open lip-rounding; the back of the tongue is in the fully open position, no contact being made between the tongue /ɒ/ does not occur in a final, open syllable.

7) Vowel /ɔː/

/ɔː/ is a rounded half-open back vowel and he describes that in producing vowel /ɔː/ the back of the tongue is raised,

this raising almost reaches the half-open position. The lips are more closely rounded than for /ɔ/ that is in between open lip-rounding and close lip-rounding. The jaws are fairly wide apart from each other.

8) Vowel /ʊ/

/ʊ/ is a rounded half-close to close back vowel and he describes that in producing /ʊ/ the back of the tongue is raised: this raising is advanced from the true back position and it is raised to a point slightly above the half-close position. The lips are fairly closely rounded, and slightly protruded with no tension of the muscles. The jaws are a little bit apart from each other.

9) Vowel /u:/

Vowel /u:/ is a rounded close back vowel and he describes that in producing /u:/ the back of the tongue is raised and it is raised to a point very near close position. The lips are closely rounded with little protrusion. The jaws are only slightly separated.

10) Vowel /u/

This sound is made with the jaw in a neutral not overly closed or open position. The lips go from slightly rounded to very rounded and puckered. In making this sound the tongue starts out neutral or flat near the front of the mouth and moves up and tenses near the back of the mouth.

11) Vowel /ʌ/

Vowel /ʌ/ is an unrounded half-open centro-back and he describes that in producing /ʌ/ some part between the front

and the back of the tongue, almost the central part of the tongue, is raised; it is raised to the half-open position, or slightly to a point between the half-open and open position. The lips position is unrounded and the jaws are wide apart.

12) Vowel /ɜ: /

Vowel /ɜ:/ is articulated with the centre of the tongue raised between half-close and half-open, no firm contact being made between the tongue and the upper molars; the lips are neutrally spread. The quality is therefore remote from all peripheral Cardinal vowel values.

13) Vowel /ə/

Vowel /ə/ is an unrounded half-open to half close he describes that in producing /ə/ the central part of the tongue is raised and it is raised to the half-open position, or even lower . The lip position is spread or neutral the opening between the jaws is medium.

Table. 1. The English Phonetic Vowel (Oxford)

Phonetic Symbol	Pronunciation	Vowel Pronunciation
/i:/	/si: /	s**ee**
/i/	/ˈeni/	an**y**
/ɪ/	/sɪt/	s**i**t
/e/	/ten/	t**e**n
/æ/	/hæt/	h**at**
/ɑ:/	/ɑ:m/	**ar**m

/ɒ/	/gɒt/	g**o**t
/ɔ:/	/sɔ:/	s**aw**
/ʊ/	/pʊt/	p**u**t
/u:/	/tu:/	t**oo**
/u/	/ˈjuːʒʊəli/	**u**sually
/ʌ/	/kʌp/	c**u**p
/ɜ:/	/fɜ:(r)/	f**ur**
/ə/	/əˈgəʊ/	**a**go

b. French Vowel Pronunciation

According to Nitze and Wilkins (1913: 4) vowels are sound in which the voice issues through the mouth, or through the mouth and nose, with little or no stoppage. Further, they say that the French language has 9 vowels.

1) Vowel /a/

According to Nitze and Wilkins (1913: 7) /a/ in this formation of this sound the tongue remains flat, with its tip still pressed against the lower incisors. The mouth and lips are opened to a normally wide position. In information and acoustic effect this sound lies between the *a* in English "pat" and the *a* in English "father".

2) Vowel /i/

/i/ in the formation of this sound the blade of the tongue is close to the front of the hard palate. The tip of the tongue is close to the front of the hard palate. The tip of the tongue is bent down so as to touch the lower teeth. The mouth is very nearly closed. The corners of the lips are drawn

back, and the jaws do not move. This sound is similar to the vowel sound in English "beet" but it is pronounced more tensel. The vowel sound of English "it" does not occur in standard French.

3) Vowel /e/

According to Nitze and Wilkins (1913: 7) /e/ this sound is called *close e*. The blade of the tongue is slightly lower than for /i/, and the mouth is wider open. This sound is similar to the *a* in English "fate" but it is pronounced more tensely, and the lips are drawn back more.

4) Vowel /y/

Nitze and Wilkins (1913: 7) said that in the information of this sound the tongue and jaws have the same position as for /i/, and the lips are rounded as for /u/. This sound has no counterpart in English. It is quite unlike either English *u*, as in "*mute*" or English *oo*, as in "*moot*".

5) Vowel /ɛ/

This sound is called open e. The blade of the tongue is slightly lower than for /e/, and the mouth is wider open. The sides of the tongue come into contact with the upper front molars. This sound is opener than that of *e* in English "*bed*."

6) Vowel /ɑ/

This sound differs distinctly from /a/. The blade of the tongue is a low as possible in the mouth. The tip does not quite touch to the lower teeth. The lips are slightly rounded. This sound is somewhat deeper than in tone than the normal pronunciation of the *a* in English "*father*."

7) Vowel /ɔ/

This sound called *open o*. The back of the tongue is slightly higher than for /ɑ/, and the lips are more rounded. This sound lies between the *u* in English "*fun*" and the in "*law*".

8) Vowel /œ/

This sound is called *open eu*. In its formation the tongue and jaws have the same position as for /ɛ/, and the lips are rounded as for /ɔ/. It is not unlike the *u* in English "burn*"* when the *r* is not sounded.

9) Vowel /ə/

This sound is called *mute e* or *femine e*. It differs from /œ/   chiefly in that it is not so tense. It is always very short and never stressed. It is not unlike the unstressed *e* in English "*the man*".

Below is the table of French Phonetic Vowel based on A Handbook of French Phonetic (1913).

Table. 2. French Phonetic Vowel (A Handbook of French Phonetic)

Phonetic Symbol	Pronunciation	Vowel Pronunciation
/i/	/gʀi/	gr**i**s
/e/	/de/	d**é**
/ɛ/	/lɛ/	l**ai**t
/a/	/plat/	pl**a**t
/y/	/pyʀ/	p**u**r
/ə/	/lə/	l**e**

| /œ/ | /pœr/ | p**eu**r |
| /ɔ/ | /sɔ/ | /se**au**/ |

2. Factors Causing English Pronunciation Problems

According to Ramelan (1994: 4) a foreign language student will meet difficulties in his learning process may be easily understood. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movements of his speech organs have been set to produce the speech sounds of his own language; it will of course, be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. In this case, the writer can see that mother tongue (language system) influence the ability of English pronunciation.

Further, Ramelan (1994: 5) states that difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the foreign language. An Indonesian student will find it more difficult to learn English than a Dutch student to learn the same language, for instance, because the degree of similarity between Indonesian and English is lower than that found between Dutch and English.

In the other aspect Pourhosein (2012: 118) states that limited pronunciation skills can affect learners' self-confidence by decreasing it, also restricting social interactions, and thus negatively

affecting estimations of a speaker's credibility and abilities, which is obviously became a negative influences.

Further according to Snow (1992: 10) at intermediate level, English is being taught as a compulsory subject in the context. Obstacles mean the problems, hurdles and difficulties in way of learning English at this level. Examination system, students' weak position and foundation in English, large classes, passive learning, uninteresting, lengthy, difficult literature based syllabi, the poor performance of the English teachers and old methodologies are considered to be major problems in the learning English. Those factors are obstacles for learners to learn English.

C. Method of Investigation

This chapter explains the research method which will use in this study. It covers the research design, source of data, technique of data collection and technique of data analysis.

1. Research Design

This study describes English vowel problem which is pronounced by French teenagers aged 14 to 20 who lived in Geneva.

2. The Source of Data

The source of data is 12 French teenagers aged 14 to 20 lived in Geneva.

3. Technique of Data Collection

The writers use three techniques of data collections as follows:

a. Interview

The structured interview is done to get the data about vowel mispronunciation. The writers first interview the French teenagers with

Skype and then while interviewing the French teenagers the writers record with her smartphone and the transcription of interview result using Skype with the teenagers.

b. Documentation

For the documentation the writers use the recording of interviewing using Skype with a smartphone and its transcription.

c. Test

Suryabata (1984: 22) says that tests are questions that are must be answered and or the commands that must be carried out, which are basing must be how testee answers questions or carrying out these commands. The writers send to the teenagers English vowel sentences to the the French Teenagers in WhatsApp and then the French teenagers read the sentences while they recording it with their own smartphones and then they send the audio to the writers in WhatsApp.

4. Technique of Data Analysis

The writers use two steps of technique of data analysis. Those are data display and data reduction.

a. Data Reduction

This study uses only the data which is needed to answer research questions that is the vowel pronunciation problem faced by French teenagers aged 14 to 20 living in Geneva and its factors.

b. Data Display

After the data are reduced, the next step is displaying the data. In this study, the classification of the data focused on information about the vowel pronunciation problems faced

by French teenagers aged 14 to 20 living in Geneva and its factors.

D. Findings and Discussion

The writers conduct pronunciation test, interview and documentation to collect the data. To get the vowel pronunciation problems faced by French teenagers aged 14 to 20 living in Geneva because, the writer conducted pronunciation test meanwhile to get information about French teenagers aged 14 to 20 living in Geneva pronunciation problems, the writers conduct interview.

1. The Result of English Vowel Pronunciation Test

The writers conduct pronunciation test to the twelve French teenagers on September, 9th 2018. It consists of 14 English vowels written in 14 sentences. The writers do pronunciation test by using phonetic vowel spelling based on Oxford Learner's Pocket Dictionary. The following table shows the Oxford vowel phonetic symbol.

Table. 3. The Vowel Phonetic Symbol

Phonetic Symbol	Pronunciation	Vowel Pronunciation
/i:/	/si: /	**See**
/i/	/'eni/	an**y**
/ɪ/	/sɪt/	s**it**
/e/	/ten/	t**e**n
/æ/	/hæt/	h**at**
/ɑ:/	/ɑ:m/	**ar**m

/ɒ/	/gɒt/	g**o**t
/ɔ:/	/sɔ:/	s**aw**
/ʊ/	/pʊt/	p**u**t
/u:/	/tu:/	t**oo**
/u/	/ˈjuːʒʊəli/	**u**sually
/ʌ/	/kʌp/	c**u**p
/ɜ:/	/fɜ:(r)/	f**ur**
/ə/	/əˈgəʊ/	**a**go

Each vowel from the table above is represented in a sentence. The test is conducted by asking the teenagers to read each sentence containing certain vowel on the list of table 1. The list of sentences for vowel pronunciation test can be seen in the following table.

Table. 4. List of Sentences for Pronunciation Test to French Teenagers Aged 14 to 20 Lived in Geneva

No.	Sentences to Read	Phonetic Transcription
1.	I **see** you.	/aɪ **si**ː juː/
2.	I get **any** chance.	/aɪ get ˈ**eni** tʃɑːns/
3.	He **sits** on the chair.	/hi **sɪts** ɒn ðə tʃeə(r)/
4.	I have **ten** dollars.	/aɪ həv **ten** ˈdɒlə(r)/
5.	I put a **hat**.	/aɪ pʊt ə; **hæt**/
6.	I broke my **arm**.	/aɪ brəʊk maɪ **ɑ**ː**m**/

7.	You **got** a chance.	/juː **gɒt** ə; tʃɑːns/
8.	They **saw** a cat in the park.	/ðeɪ **sɔ**ː ə; kæt ɪn ðə pɑːk/
9.	I **put** my clothes.	/aɪ **pʊt** maɪ kləʊðz/
10.	It's **too** late.	/ɪts **tu**ː leɪt/
11.	I **usually** wake up at 05.00 pm.	/aɪ **ˈjuːʒuəli** weɪk ʌp ət faɪv ˌpiː ˈe/
12.	She brings **cup** of tea.	/ʃi brɪŋs **kʌp** əv tiː/
13.	The **fur** of the rabbit is soft.	/ðə **fɜ**ː**(r)** əv ðə ˈræbɪt ɪs sɒft/
14.	I passed the exam two years **ago**.	/aɪ pɑːsd ðə ɪgˈzæm tuː jɪə(r) ə**ˈgəʊ**/

Each of the respondents tries to read the sentences and is recorded. The audio of recording is then sent to the writer to analyze. The result of the test is seen from the score of total true 14 vowel pronounced by each respondent and each vowel mastering by all respondent.

From table 3 above we can summarize that Amelie masters 42% of total 14 vowels in which 6 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /ʊ/, /u/ and 8 vowel is falsed pronounced such as /e/, /æ/, /ɑː/, /ɒ/, /ʊ/, /ʌ/, /ɜː/, /ə/. Caroline masters 64% of total 14 vowels in which 9 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /ɔː/, /uː/, /u/, /ɜː/, /ə/, /ɒ/, /ɔː/ and 5 vowels are mistakening pronounced such as /æ/, /ɑː/, /ʊ/, /ʌ/, /ɜː/. Cathy masters 50% of total 14 vowels in which 7 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /ɑː/, /uː/, /ʌ/, /ɜː/ and 7 vowels are mistakening pronounced such as /e/, /æ/, /ɒ/, /ɔː/, /ʊ/, /u/, /ə/. Kenza masters 78% of total 14 vowels in which 11 vowels are correctly

pronounced by her /iː/, /i/, /ɪ/, /e/, /æ/, /ɑː/, /ɒ/, /ɔː/, /uː/, /ɜː/, /ə/ and 3 vowels is falsed pronounced such as /ʊ/, /u/, /ʌ/.

Louna masters 71% of total 14 vowels in which 10 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/, /ɑː/, /ɒ/, /uː/, /u/, /ʌ/, /ɜː/ and 4 vowels is false pronounced such as /æ/, /ɔː/, /ʊ/, /ʌ/. Lucie masters 92% of total 14 vowels in which 13 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/, /æ/, /ɑː/, /ɔː/, /ʊ/, /uː/, /u/, /ʌ/, /ɜː/, /ə/ and 1 vowels is false pronounced such as /ɒ/.

Patricia masters 100% of total 14 vowels in which 14 vowels are correctly pronounced such as /iː/, /i/, /ɪ/, /e/, /æ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /u/, /ʌ/, /ɜː/, /ə/ and 0 vowel is false pronounced by her. Roxy masters 71% of total 14 vowels in which 9 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/, /ɒ/, /ʊ/, /uː/, /u/, /ɜː/ and 5 vowels is false pronounced such as /æ/, /ɑː/, /ɔː/, /ʌ/, /ə/.

Seylah masters 78% of total 14 vowels in which 11 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/, /æ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /ɜː/ and 3 vowels is false pronounced by her such as /u/, /ʌ/, /ə/.

Tania masters 100% of total 14 vowels in which 14 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/, /æ/, /ɑː/, /ɒ/, /ɔː/, /ʊ/, /uː/, /u/, /ʌ/, /ɜː/, /ə/ and 0 vowels is false pronounced by her. Vielka masters 21% of total of 14 vowels in which 3 vowels are correctly pronounced by her such as /iː/, /i/, /ɑː/ and 11 vowels is false pronounced by her such as /ɪ/, /e/, /æ/, /ɑː/,/ɒ/, /ɔː/, /ʊ/, /uː/, /u/, /ʌ/, /ɜː/. Yonah masters 92% of total 14 vowels in which 13 vowels are correctly pronounced by her such as /iː/, /i/, /ɪ/, /e/,/ɑː/, /ɒ/,

/ɔ:/, /ʊ/,/u:/, /u/, /ʌ/, /ɜ:/, /ə/ and 1 vowels is false pronounced such as /æ/.

From the description of table above, we can summarize that Patricia and Tania have perfect score on vowel pronunciation; Lucie and Yonah master 92% of English vowel pronunciation; Kenza and Seylah master 78% of English vowel pronunciation; Louna and Roxy master 71% of English vowel pronunciation; Caroline masters 64%; Cathy masters 50%; Amelie 42%, and the worst is Vielka who masters only 21% of English vowel pronunciation.

From all respondents' result of test, it can also be summarized that vowel /i:/ is 100% mastered by all repondents, 100% for vowel /i/ , 91% for vowel /ɪ/ , 75% for vowel /e/, 41% for vowel /æ/, 75% for vowel /ɑ:/, 58% for vowel /ɒ/, 66% for vowel /ɔ:/, 50% for vowel /ʌ/, 91% for vowel /u:/, 66% for vowel /u/83% for vowel /ɜ:/, 50% for vowel /ə/. It means that five English vowel which are correctly pronounced such as /i:/, /i/, /ɪ/, /u:/, and /ɜ:/. Meanwhile five English vowels which are mistakenly pronounced such as /æ/, /ʊ/, /ʌ/, /ɔ/, and /ɔ:/.

2. The Result of Interview with French Teenagers Aged 14 to 20 Lived in Geneva

The writers conduct interview with the French teenagers two times. The first interview is conducted on September, 7th 2018 and the second interview is conducted on September, 8th 2018. The interview is conducted by asking several questions such as vowel, age, educational background, duration of learning English, level of speaking skill, frequency of speaking English, difficulty in speaking English, and causes of the difficulty.

E. Conclusion

Based on the discussion on the previous chapter, we can conclude that. Most French teenagers have problem in English vowel pronunciation. French teenagers experience English vowel pronunciation difficulties with most of vowel mistake are 6 vowels such as /æ/, /ʊ/, /ʌ/, /ɔ/, /ɔ:/, and /u/. The way they pronouncing the following 6 vowels is they pronouncing the vowel /æ/ to /a:/ and the way they pronouncing the vowel /ʊ/ to /u:/. They also pronounced the vowel /ʌ/ to /ʊ/, but they have also a lack to pronounce the vowel /ɔ/ to /ɪ/. They have also a lack to pronounce the vowel /ɔ:/ to /ɔ/ and also they have difficulty to pronounce the vowel /u/ to ʊ.

This study also finds that the factors causing French teenagers difficulty in pronunciation vowel are language system (mother tongue and bilingual), learner's psychological condition, and learner's environment. Some of the teenagers have difficulty in pronouncing vowel because for them English is not their mother tongue, but also respond that they are too shy or do not have any confidence in speaking English because they are afraid to make a mistake when they speak English, also one of the teenagers mention that in Switzerland particularly in Geneva the teacher never teach them about speaking so that why French teenagers have difficulty in vowel or in speaking.

There is one teenager who mentions that the environment where she lives does not have a family who speaks English and she wishes that she can speak well in English, some of the teenagers also said that for her English and French is different from their language so this is the reason why they have difficulty to pronounce the English vowel because for them there are some vowels words who are different from the French vowels. One of the teenagers also says that she

is not a bilingual because she only speaks French and she does not speak English. Some does not have a good base in English language even if they speak weakly and also for them English and French is different from the language, the pronunciation but also the way to pronounce or to read some words are so different. There are three students who does not have any difficulty in pronunciation or in speaking English because for them English is not that difficult.

Acknowledgement

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