

**THE ENGLISH PRONUNCIATION PROBLEMS OF EFL
STUDENTS' SPEAKING (A Case Study at the fourth
Semester of Teaching Speaking and Listening Class)**

THESIS

Submitted in Partial Fulfillment of the Requirement
forgaining the degree of Bachelor of Education
in English Education Department



By:
NININ JARIYAH
Student Number: 1603046012

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2020**

A THESIS STATEMENT

Name : Ninin Jariyah
Student Number : 1603046012
Department : English Education

Certify that this thesis entitled:

**THE ENGLISH PRONUNCIATION PROBLEMS OF EFL
STUDENTS' SPEAKING (A Case Study at the fourth Semester of
Teaching Speaking and Listening Class)**

Is definitely my own work. I am completely responsible for the content of this thesis. Other witer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 01 March 2020

Signature



Ninin Jariyah

Student Number: 1603046012



RATIFICATION

Thesis with the following identification:

Title : **THE ENGLISH PRONUNCIATION PROBLEMS OF EFL STUDENTS' SPEAKING (A Case Study at the fourth Semester of Teaching Speaking and Listening Class)**

Name of Student : Ninin Jariyah

Student Number : 1603046012

Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

Semarang, April 22th 2019

THE BOARD OF EXAMINERS

Chair Person,

Dr. H. Raharjo, M.Ed,St.
NIP. 19651123 199103 1003

Examiner I,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 196507271992032002

Advisor I,

Daviq Rizal, M.Pd.
NIP. 19771025 200701 1015

Secretary,

Muhammad Nafi Annury, M.Pd.
NIP. 19780219 200501 1007

Examiner II,

Dr. H. Ikhrom, M.Ag.
NIP. 19650329 1994031002

Advisor II,

Lulus Widyaningrum, M.Pd.
NIP. 19800803 200901 2010





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
State Islamic University of Walisongo

Assalamualaikumwr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE ENGLISH PRONUNCIATION PROBLEMS OF EFL STUDENTS' SPEAKING (A Case Study at the fourth Semester of Teaching Speaking and Listening Class)**

Name of Student : Ninin Jariyah

Student Number : 1603046012

Department : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamualaikumwr.wb.

Advisor I,

Daviq Rizal, M. Pd

NIP. 197710252007011015



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
State Islamic University of Walisongo

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE ENGLISH PRONUNCIATION PROBLEMS OF EFL STUDENTS' SPEAKING (A Case Study at the fourth Semester of Teaching Speaking and Listening Class)**

Name of Student : Ninin Jariyah

Student Number : 1603046012

Department : English Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamualaikum wr.wb.

Advisor II

Lulut Widyaningrum, M.Pd

NIP. 19800832009012010

ABSTRACT

Jariyah, Ninin. 1603046012. 2020. *The English Pronunciation Problems of EFL Students' Speaking (A Case Study at the fourth Semester of Teaching Speaking and Listening Class)* Thesis. English Education Department. State Islamic University of Walisongo Semarang. First Advisor: Daviq Rizal, M.Pd. Second Advisor: Lulut Widyaningrum, M.Pd.

English pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since childhood. The purpose of this research is to explain the pronunciation problem made by the fourth semester students English Education department at University of Walisongo Semarang, in terms of consonants, vowels and also explain the factors that can affect the pronunciation problems. The method of research is qualitative using case study research design. The participants of this research were 37 students who are still in the fourth semester English Department Students by C class. The data were collected through recording test and interview. The methods of analyzing data were the techniques proposed by Miles and Huberman, namely *data reduction, data display, and conclusion drawing*. The result of research showed that the pronunciation problems are in segmental features included the problems with consonant sounds were (v), [ð], [θ], [tʃ], (z), and deletion the sounds [k], [g], [t], and [s] and the vowel sounds were [i:], [ɛ], [ʌ], [ə] and [ɔ:]. The top three pronunciation problems by consonant sounds: The sound [v]: 26.64%, the sound [θ]: 13.19%, the sound [tʃ]: 11.11% and the top three pronunciation problem by vowel sounds: The sound [ə]: 24.37%, the sound [ɛ]: 17.65% and the sound [ɔ:]: 14.77%. There are four factors that can affect pronunciation problem, those are: (1) mother tongue, (2) amount of exposure, (3) the age factor and (4) motivation and concern for good pronunciation. It is suggested for the next researcher to investigate pronunciation problem related suprasegmental features and also it is suggested to investigate the treatments of pronunciation problem so that the students can minimize mispronunciation and the teacher should be introduced to be trained on phonetics to help students improve their pronunciation.

Keywords: *Factors of Pronunciation, Pronunciation Problems, Segmental Features.*

MOTTO

“ Many failures in life are because people don’t realize how close they are to be success when they give up” (Thomas Alva Edison)

“ Finish what you started” (Ninin Jariyah)

DEDICATION

No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, the thesis is proudly dedicated to:

- ❖ The greatest parent of my life: my beloved father Muhlis who always spread their affection, prayer, lovely and give their advices till writer finished arranging this thesis. Thank you very much for giving me support.
- ❖ My beloved family, friends who always support each other to finish my thesis
- ❖ Good people who always help me in any situation.

Pray may Allah multiply the best rewards for all your kindness.

Thank you for the valuable effort and affection which always flow every time in my life and thanks Allah for always loving me all the time.

ACKNOWLEDGEMENT

In the name of Allah, the most mercies and the most merciful. All praises always be given to Him, the Lord of this World who has blessed the writer in completing this thesis. May peace and solutation always be delivered to our beloved prophet, Muhammad SAW, who has guided us from the darkness to the brightness and brought us to the truth way of life.

With all sincerities of the writer's deepest heart, she realized that if there were no supports and motivation from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. Hj. Lift Anis Ma'sumah, as the dean of Education and Teacher Teaching Faculty for guidance and advices during the years of my study.
2. Sayyidatul Fadhilah, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd as the Head and Secretary of English Language Education Department for Guidance and advices during the years of my study.
3. Daviq Rizal, M.Pd and Lulut Widyaningrum, M.Pd .as my Advisors, who always give their valuable time, guidance, correction and some suggestions during arranging and completing this thesis.

4. The deepest gratitude for all lectures and staffs of English Education Department at State Islamic University of Walisongo Semarang.
5. The writer's parent, Alm. Monah and Muhlis. This thesis is dedicated to them who have given her the big opportunity to experience the study from kindergarten until university and support throughout her life, their moral support, prayer and guidance to their beautiful daughter.
6. My beloved friends (All officers PBI A 2016, All officers Walisongo English Club 2019)
7. My friends always support me that I can not mention one by one
8. All the members of PBI 4 C
9. The last but not least. The one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of thesis project are always accepted. Finally, the writer expects that this would be beneficial for the further study.

Semarang, 25 February 2020

The writer

Ninin Jariyah

TABLE OF CONTENTS

A THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER 1 INTRODUCTION	
A. Background of the Research	1
B. Reason for choosing the topic.....	8
C. Research Questions.....	8
D. The objective of the Research.....	9
E. Pedagogical Significance.....	9
F. Scope.....	10
CHAPTER II REVIEW of RELATED LITERATURE	
A. Literature Review	12
1. Pronunciation.....	12
2. The goal of English Pronunciation	13
3. Aspects of pronunciation	14
4. The factor that affects pronunciation learning.....	15
5. Phonology.....	18
6. The difficulty of pronunciation.....	20
7. Features of Pronunciation	21
8. Problem of English Pronunciation.....	29
9. English Foreign Language Student.....	31
B. Previous Researches	32

CHAPTER III RESEARCH METHOD

A. Type and Research Approach 37
B. Research Setting 38
C. Subject of Research..... 39
D. Research Focus 39
E. Method of Collecting Data..... 39
F. Method of Analyzing Data..... 42

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Finding 46
B. Discussion 76
C. Limitations of research 91

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 92
B. Suggestion..... 94

REFERENCES

- APPENDIXES 1
- APPENDIXES 2
- APPENDIXES 3
- APPENDIXES 4

CURICULUM VITAE

LIST OF TABLES

Table 4.1	The Problem of Sound [v]	48
Table 4.2	The Problem of Sound [ð]	51
Table 4.3	The Problem of Sound [θ]	53
Table 4.4	The Problem of Sound [tʃ]	55
Table 4.5	The Problem of Sound [z].....	57
Table 4.6	The Problem of Sound [k]	59
Table 4.7	The Problem of Sound [g]	60
Table 4.8	The Problem of Sound [t]	61
Table 4.9	The Problem of Sound [s].....	62
Table 4.10	The Problem of Sound [i:].....	63
Table 4.11	The Problem of Sound [ɛ].....	64
Table 4.12	The Problem of Sound [ʊ].....	65
Table 4.13	The Problem of Sound [ʌ]	66
Table 4.14	The Problem of Sound [ə].....	67
Table 4.15	The problem of schwa [ə]	67
Table 4.16	The problem of Sound [ɔ:].....	68
Table 4.17	Number of Pronunciation Error made in recording test.....	69
Table 4.18	Examples of mispronounced words.....	74
Table 4.19	Data Description from Interview.....	89

LIST OF APPENDICES

- Appendix 1 The Instrument of Recording test
- Appendix 2 The Instrument of Interview
- Appendix 3 Data Phonetix Transcription
- Appendix 4 Data Transcription of Interview
- Appendix 5 Documentation by PBI-4C

CHAPTER 1

INTRODUCTION

This chapter consists of the background of Research, reasons for choosing the topic, research questions, the objective of the Research, scope of Research and significances of Research. This thesis aims to explain the English Pronunciation Problem of EFL students' speaking, especially at 4th-semester students of English Department students at the Walisongo State Islamic University of Semarang.

A. Background of the Research

English Pronunciation is one of the most challenging skills to acquire and learn English pronunciation is quite tricky for Indonesian students since they have been used to speaking their mother tongue since childhood. Moreover, English is significantly different from the Indonesia language in its pronunciation system. English department students must learn about the relationship between the sound system and the writing system. Still, English department students sometimes make mistakes in pronouncing¹. The difficulties between the sounds system and writing system are caused by some differences in letters and sounds. While it will lead the listeners to misunderstand what is

¹Habib Gowhary, Akbar Azizifar, and Sahar Rezaei, Investigating English Vowel Reduction in Pronunciation of EFL Teachers of Schools, *Procedia - Social and Behavioral Sciences*, 232, April (2016), 604–11 <<https://doi.org/10.1016/j.sbspro.2016.10.083>>.

being tried to deliver a speech which may cause misunderstanding to our listener². Even, the students have problems in the pronunciation of some English sounds, and for instance, the word *leave* contains the sounds [l],[i:] and [v], when the sound [l:] is pronounced [l] that finally results in //liv/, the meaning is changed because //liv// will be interpreted as the word live, it causes the students can not distinguish the sound of words so that the listeners will misunderstand the speech.³ According to the statement above, as we know that Allah SWT created humans in different kinds and abilities in their language, so they need to learn how to pronounce something clearly and speak with good utterance as the prophet Muhammad did. As in the Hadith narrated by Imam Abu Dawud:

حَدَّثَنَا عُثْمَانُ، وَأَبُو بَكْرِ ابْنَا أَبِي شَيْبَةَ قَالَ حَدَّثَنَا وَكَيْعٌ، عَنْ سُفْيَانَ، عَنْ أَسَامَةَ، عَنِ الزُّهْرِيِّ، عَنْ عُرْوَةَ، عَنْ عَائِشَةَ، رَجَمَهَا اللَّهُ قَالَتْ كَانَ كَلَامُ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَلَامًا فَصْلًا يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ (رواه سنن ابي داود

Narrated Utsman Abu Bakri ibn' Syaibah said, narrated from Sofyan, from Asamah, from Zuhri, from Urwah, from Aisyah RA. Ummul Mu'minin, Rasulullah SAW, he said : "the messenger of Allah spoke in a district manner so that anyone who listened to

² Sara Giulivi and others, An Articulatory Phonology Account of Preferred Consonant-Vowel Combinations, Language Learning and Development, 7.3(2016), 202–25
<<https://doi.org/10.1080/15475441.2011.564569>>.

³Base Andi-Pallava and Andi Fiptar Abdi Alam, A Comparative Analysis between English and Indonesian Phonological Systems, International Journal of English Language Education, 1.3 (2016)
<<https://doi.org/10.5296/ijelev.v1i3.3892>>.

him could understand it”(Abu Dawud).⁴Hadith above explains when Prophet Muhammad was communicating with other people with his utterance that could be understood clearly by them. Therefore, the accurate of pronunciation will be a good tool in communication especially to deliver our message and idea.

During the process of developing their spoken English, English department students may find problems in their pronunciation. For example, the problems can be on the differences between the spelling and the pronunciation of the words ⁵.One of the problems is when the students want to pronounce English words like "she" [ʃi:] and "thin" [θIn], they tend to say [sI] and [tIn]. According to Yuniarti, about pronunciation problem is a genuine pronunciation problem exists when the learners have difficulties in making the required sounds to imitate.For English department student's clear pronunciation during speaking, activities are vital to ensure that success in language learners.⁶English teachers/ lecturers should not ignore the pronunciation problems of their students; they should improve

⁴Sunnah Abu Dawud no. 4839 (Book of General Behaviour [Kitab Al-Adab]. In-book reference: Book 43, Hadith 67. English translation: Book 42, Hadith 4821.[http:// sunnah.com/ abudawud/43](http://sunnah.com/abudawud/43) asses on 15/08/2019 at 10:00

⁵Penny Ur, *A Course in Language teaching Practice and Theory*, (USA: Cambridge, 2009), p. 49

⁶Priscilla Shak, Chang Siew Lee, and Jeannet Stephen, Pronunciation Problems : A Case Study on English Pronunciation Errors of Low Proficient Students, *International Journal of Language Education And Applied Linguistics*, 04 (2016), 25–35 <[https:// doi.org/ 10. 1063/ 1.1657195](https://doi.org/10.1063/1.1657195)>.

their pronunciation of the target language.⁷ English department students are demanded to be more mastered than students other majors. But there are some English department students still have problems with English pronunciation

The difficulties in English pronunciation arise amongst English department students from the fact that the sound systems of English and Indonesian are different in many aspects⁸.As common fact that English consonant sounds are different in number, as well as in place and manner of articulation. In Indonesian sounds, for example has sound [s], [k], [t], [l], [p], [m], and [b] that also had in English but phonetics (sequences of sounds/ the role which arrange how that sounds produces) in English sounds [s], [k], [t] as word endings but in Indonesian is not. In English we usually find words that end with /l/ and /p/ serially such in words *help* and *pulp*, but those words are never found in Indonesia, so that it's pronounced /helep/ and /pulep/. In previous Research on English pronunciation by speakers from English department students provides a list of vowels and consonants that are problematic among English department students. The fault of the sound even though one sound then the

⁷ Mohammad Hossein K& Mahmud K, Pronunciation Problems of Hausa Speaker of English, *International Online Journal of Education and Teaching*, (2), 2017, p. 1.

⁸Muhammad Azizul H, English Pronunciation Problems of the Tertiary Level: A Case Study, *Research World: Journal of Arts, Science, and Commerce*, VII 4 (2016)50-61 <[https:// doi.org/10.18843/rwjasc/v7i4/06](https://doi.org/10.18843/rwjasc/v7i4/06)

meaning is also different. In communication, if this happens will make people have the wrong meaning. So the emergence of miscommunication can occur because it is not clear sounds that came out because of articulation is not clear and the wrong pronunciation because the letters are issued different⁹.

According to Odden in introducing phonology, On the International Phonetic Alphabet or IPA, English consists of twenty-eight vowels and fifty-eight consonants. The vowels itself are divided into monophthongs or pure vowels and diphthongs. Among those pure vowels that exist in English, six pairs of vowels also known as Short Vowels and Long Vowels, which are: [ɪ], [e], [æ], [ʌ], [ɒ], [ʊ] also known as short vowels and [i], [ɜ], [ɑ], [ɔ], [u], [ə] for long vowels¹⁰. Characteristic vowel qualities are determined by (a) the height of the tongue in the mouth; (b) the part of the tongue raised (front, middle, or back); (c) the configuration of the lips; and (d) the tension of the muscles of the oral tract. The problem of lack of understanding of vowel and consonant sounds are articulations are not clear when English department students are asked to read texts and speak in English, the articulation of sounds coming out of the speech organs is less clear so that the listeners have to ask to open his mouth to make

⁹Maria Ramasari, Students Pronunciation Error Made in Speaking for General Communication, Linguistic, *English Education and Art (LEEA) Journal*, 1.1 (2017), 37–48 <<https://doi.org/10.31539/leea.v1i1.32>>.

¹⁰Odden, D. *Introducing Phonology*, New York: Cambridge University Press, 2005.

every sound clear¹¹. This unclear articulation turns out to be the cause of the students being embarrassed and not confident in making a mistake in English pronunciation. Not only have shyness and lack of confidence but also their English pronunciation is driven from what they hear when lectures speak English. They rarely open the pronunciation dictionary to check whether the word they are saying matches the correct pronunciation. The English department students just guess the pronunciation by looking at the spelling of the word, and it leads the learners to guess the wrong pronunciation. Hence, it is essential to consult the dictionary from time to time to check the pronunciation of such words until the learners possess an excellent mastery of their pronunciation.¹² Good pronunciation increases English department students' self-confidence as they are more participate in speaking class as well as interact with classmates and emphasized on the importance of having students recognize the necessity of having good pronunciation and how it can contribute to the overall sense of achievement to help students improve their pronunciation. It is necessary to find ways to help them overcome their problems. The lecturer should know the

¹¹Yousef Bani Ahmad, Problems and Strategies in Teaching Pronunciation on English Department Students Judika, *Jurnal Pendidikan Unsika*, 7 (2019), p. 57–62.

¹² Marcella Melly Kosasih, Native Language Interference in Learning English Pronunciation: A Case Study at a Private University in West Java, Indonesia, *International Journal of Education and Research*, 5 (2017)1-16.

factors that affect their student' speaking performances. Like the university, the lecturers are required to go beyond selecting their pronunciation tools for their students.

English department students, no matter how much they know about the English language, still face many speaking difficulties, especially in pronunciation. There are so many studies that have indicated that oral language development has mostly been neglected in the classroom. If the students do not learn how to pronounce correctly in speaking class, they may soon get lose interest in the learning process. As we know that the target of the English learning process is the student can communicate with the correct pronunciation. The primary goal of all English language teaching should be to give learners the ability to use English effectively in daily communication.

From the description above, the researcher wanted to know about English students' problems in pronouncing words. Therefore, English department students know about their wrong pronounce and knowledge about pronunciation. Moreover, the teacher/lecturer also could give a solution to students' pronunciation problems. Conducting communication involves being able to pronounce one's word intelligibly as this signifies whether we can convey our intended meaning.

B. Reason for choosing the topic

This Research discussed the English Pronunciation Problems of English Students in Speaking Class. The reasons for the researcher to select this topic are as follow:

1. The researcher investigated the English Pronunciation problem of students speaking competence
2. The researcher realized the different presents of students' mispronunciation focus on their sounds of segmental features.
3. Pronunciation plays an important role in learning a foreign/second language.

C. Research Questions

1. What are the English pronunciation problems faced by EFL students' speaking in teaching speaking and listening class during the fourth semester English department students of UIN Walisongo Semarang?
2. What are the factors of English pronunciation problems of EFL students' speaking in the fourth semester English department students of UIN Walisongo Semarang?

D. The objective of the Research

According to the research questions, the objectives of the research can be stated as follow:

1. To analyze the English pronunciation problems of English department students in teaching speaking and listening class during the fourth semester of UIN Walisongo Semarang.

2. To explain the factors of English pronunciation problems by EFL students' speaking at the fourth semester English department students of UIN Walisongo Semarang.

E. Pedagogical Significance

1. Theoretical benefit

The researcher wishes that this result of the study will give additional information to the readers. They will know the English Pronunciation Problem of EFL students' speaking in teaching speaking and listening class. The research findings are also able to enhance the awareness of teachers to pay attention to the correct pronunciation in the teaching and learning process since teachers are the role model of students. The teacher should teach not only how to master language syntactically and phonetically but also how to pronounce the words is correct.

2. Practical benefit

- a. For the students

This study can be a reference for them in researching the English pronunciation problems of EFL students' speaking.

- b. For the lecturers

By knowing the findings of this research, hopefully, teachers will be more pay attention to the students especially in the teaching of speaking to reach the learning aims for especially pronunciation and speaking itself.

c. For the writer

From the result of this research, the writer hopefully can take and give the benefits of this research to many people.

d. For the next researchers

Hopefully, this study will give some valuable and benefits for the next researcher and make this study more perfect than before. I hope it will be useful for us as a reference for the next researchers.

F. Scope

This Research is conducted for students'of English education department in UIN Walisongo Semarang. The subject is the fourth semester of English Education Department of UIN Walisongo Semarang by C class. The focus of this research to investigate the English sounds which brought about pronunciation problems of EFL students' speaking at English Department students of UIN Walisongo in teaching speaking and listening class and the factors that can affect the pronunciation problems. Because of the limitedness of time and access to the students, the investigation of this Research only concerned with the pronunciation problems among the students in teaching speaking class and the factors can affect the pronunciation problems. It will analyze the segmental phonological characteristic of English sounds containing consonants and vowels, and some factors can influence it. Finally, this study concerned only about the students who spoke English as a first or second language in teaching speaking and listening class.

CHAPTER II

REVIEW of RELATED LITERATURE

This chapter covers the explanation of the related kinds of literature, previous research supporting this research to analyze the data and answer the research questions.

A. Literature Review

This chapter highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail. The previous study includes a description of the theory and findings from previous research that assists as preference and research activities.

1. Pronunciation

According to Louma, pronunciation is the sounds speech that can refer to many features of the stream such as individual sounds, pitch, volume, speed, stressing, intonation, and pausing and then according to Hornby pronunciation is defines as the way of how a language is spoken. It means that pronunciation is the speech production that creates meanings. Pronunciation is one of the most challenging speakings skills in English because learning pronunciation takes much time and the effort to improve understanding how to pronounce correctly. When speaking English, the speakers and the listeners are having a mutual relationship with communication. It affects each other by means that so that the

listeners can understand the message of what is said. The speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will be misunderstanding caused by incorrect pronunciation. It is because speech sounds in a language are specific units that different sounds can lead to separate meaning and we called the study of language sound is phonology¹³.

2. The goal of English Pronunciation

Pronunciation is essential for oral communication; it is also a significant part of communicative competence. The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way to uttering English word, they have to change the way they think about the sounds of those words. It is true both of individually sound and the more significant part of speech such as syllable, stress, pattern, and rhythm. Unfortunately, most English teachers ignore the importance of learning pronunciation.¹⁴In some cases, we may be willing to be patient and ultra-tolerant, for example, if the speaker has some hold

¹³Yule, G, *The Study of Language*, New York: Cambridge University Press.(2010)

¹⁴Abbas Pourhosein G, English Pronunciation Instruction: A Literature Review, *International Journal of Research in English Education*, (2016)

over us, such as a customs official at border control. For the most part, we expect our conversations with nonnative speakers to be comfortable. In setting goals for our learners, we must consider the effect mispronunciation on the listener, and the degree of tolerance listeners will have for this.¹⁵

3. Aspects of pronunciation

Here, there so many elements of pronunciation for students: Combinations of sounds. Sometimes, sounds occur in groups. Two consonants arise at the end of the word "salt". When this happens within a word, it is called a consonant cluster.

The first is the linkage of sound when English people speak their generally do not pause between each word but move smoothly from one word to the next. The second is word stress when an English word has more than one syllable (a polysyllabic word) one of these is made to stand out more than the others. This is done by saying that syllable slightly louder, holding the vowel a little longer and pronouncing the consonant very clearly. The third is rhythm; English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group, there are strong and weaker beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives, and adverbs

¹⁵Joanne Kenworthy, *Teaching English Pronunciation*, (Longman, 2000)

and for the weak beats to fall on prepositions, articles, and pronouns (words with grammatical function). The fourth is weak forms that word with only one syllable unstressed in a sentence. Its pronunciation is often quite different from when it is stressed. The fifth is intonation; Speech is also like music in that it uses changes in pitch. Speakers can change the tone of their voice as they speak, making it higher or lower in tone at will. They can jump up suddenly in tone as singers do. So, speech has a melody called intonation. The two basic themes are rising and falling.¹⁶

4. The factor that affects pronunciation learning

The native language is an essential factor in learning to pronounce English. There are so many factors that affect pronunciation learning for the students, for the pronunciation learning there six effects:

The first is the native language; Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared, and the problems and the difficulties of learners predicted. This applies not only to the individual sound but also combinations of sounds and features such as rhythm and intonation. To put it very crudely, the more difficulties the learner will have in pronouncing English.¹⁷The second is the

¹⁶Kenworthy, *Teaching English Pronunciation*

¹⁷Kenworthy, *Teaching English Pronunciation*

age factor: We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child.

Conversely, if a person does not begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their languages such as syntax or vocabulary may be indistinguishable from those of native speakers. These beliefs seem to be supported by the many cases of an adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years. The third is the amount of exposure: Another factor is the amount of exposure to the English learner receiver. It means that when learners are surrounded by English and this constant exposure should affect pronunciation skills. If the learner is not living in an English speaking environment, then there is no such advantage. But we can not talk simply in terms of residency. Many learners live in an English speaking country but spent much of their time in a non-English speaking. Otherwise, many people live in the English area and, they live there such as work or school. In such regions bilingual and multilingual situations, it is difficult to get an accurate picture of how much exposure to English a learner has received and it is not merely exposure that matters, but how the learners respond the

opportunities to listen and to use English.¹⁸The fourth is a phonetic ability, and it is a standard view that some people have a better ear for a foreign language than others. One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in particular sounds are heard, and the learner has imitated again and again. Their innate skills enable them to exploit all the opportunities to compare with they are doing with the model presentedpoor discriminators' do not seem to benefit from drills very much. Because of complexities involves, this seems factor, which is very much out of the control of the teacher. We can only operate on the assumption that our learner has the necessary equipment and provide a variety of tasks so that something will suit the needs and abilities of each learner. The fifth is attitude and identity: It has been claimed that factors such as a person's sense of identity' and feelings of group affiliation are strong determines of the acquisition of accurate pronunciation of a foreign language. In many studies of attitude and motivation in language learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop a more accurate, native-like accent. The positive emotions have been related to their 'integrative motivation'. The language learners are willing to be integrated into the new speech community and are

¹⁸Kenworthy, *Teaching English Pronunciation*

genuinely interested both in the speakers and in their culture. The sixth is motivation and concern for good pronunciation: When we talk in terms of strength of fear for pronunciation, we are pinpointing a type of motivation. The desire to do well is a kind of 'achievement motivation'. Otherwise, if you don't care about a particular task or don't see the value of it, you won't be motivated to do well. The learner may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the learner.¹⁹

5. Phonology

The linguist has promoted various definitions of the term phonology. Roach remarks that phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed and the regulation ruling their use. Phonology is the study of the model concerning the selection and use of sound in the languages of the world. Besides, phonology is concerned with the range and function of sounds in specific styles and with the rules which can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units.

As phonology deals with the occurrence of some sounds, there always appears a condition when other sounds surround sound. Phonology relates the physical facts of speech to other

¹⁹Kenworthy, *Teaching English Pronunciation*

language knowledge which speakers poses, knowledge of vocabulary and grammar.²⁰An utterance consists of at least one tone unit, a stretch of speech that has a melody or intonation, one a relatively small inventory of intonation contours that exist in language. The melody results from the physical fact that the speaker's vocal cord vibrates at different frequencies in the articulation. A tone unit consists of at least one syllable and usually several syllables. The syllable is an element that is recognized in all descriptions of speech. A syllable consists of vowel sounds often with consonants before and after it. When a tone unit consists of several syllables, which is usually the case, they differ in prominence. Pronunciation is the lowest level of knowledge a speaker draws on. One of the pronunciation areas is intonation. Intonation serves both to separate the stream of speech into blocks of information (called tone units) and to mark information within these units as being significant. In English, Intonation also serves to signal the connections between tone units. Typically, a rise in pitch at the end of units implies some kinds of continuation; a fall in pitch suggests completion. These three functions of intonation, thus are segmentation, prominence, and cohesion²¹.

²⁰Charles W, *The Pronunciation of English: A Course Book*, (Blackwell Publishing Oxford), p. 26.

²¹Thornbury, *How to Teach Speaking*

6. The difficulty of pronunciation

The students of spoken English or any other spoken language are faced in the outset with problems of five kinds in the matters of pronunciation.

- a. The students must learn to recognize readily, and with certainty, the various speech sounds occurring in the language when they hear them pronounced. They must moreover learn to remember the acoustic qualities of those sound
- b. They must learn to make the foreign sounds with their organs of speech
- c. They must learn to use those sound in their proper places in connected speech
- d. They must learn the appropriate usage in the matter of the sound-attribute as they are often called (especially length, stress and voice pitch)
- e. They must learn to catenate sounds, i.e. to join each sound of sequences on the next, and to pronounce the complete course rapidly and without stumbling.

According to Syafei, he explained the reasons why English is difficult for Indonesian learners as follows. English is quite difficult for Indonesian learners because of two cases. The first is the difficulties are because of the irregular spelling of English. It offers weak guidance to its pronunciation. The

second is the challenges due to interference (negative transfer) from Indonesian to the target language (English).²²

7. Features of Pronunciation

In learning the pronunciation of English, there are two essential features that students must be learned. There are:

The segmental features are a particular combination of consonants and vowels that make up the inventory. Segmental features include; first, vowels are sound that produced when the airstream is voiced and are not obstructed but are shaped by the tongue and lips vowels consisting of one phoneme are called monophthong. Second, consonant sounds that when produced, block somehow the airflow there are 24 consonants in English and these divided according to three aspects; the place where the sounds are articulated and whether they are voiced or unvoiced.²³

a. English Consonant

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f],[v],[θ],[ð],[s], [z],[ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w]. Consonant defines the sound coming from closure or narrowing in the vocal tract,

²²Anas Syaifei, *English Pronunciation: Theory and Practice*, (Jakarta: Department Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998)

²³Mariana Navratilova, *Aspects of Pronunciation Teaching: The Influence of America Media on Pronunciation*, 2016

therefore, the airflow is either completely blocked or restricted that audible friction is produced. Humans employ speech organs in producing consonants that the articulation is used to most to address consonant production.

Voiced and voiceless inside the larynx are the vocal cords, which take two basic positions: When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds are produced in this way are described as voiceless. Voiceless consonants will not give vibration, and then the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced. Voiced consonants will give a vibration.

There are three points of consonant's classification:²⁴

- 1) **Voicing:** based on voicing consonants divided into 'voiced consonant' and 'voiceless consonant'. Voiced consonants are those who are articulated with the vibration of the vocal cords, e.g. /b/, /d/, /g/, /v/, /z/. Voiceless consonants are articulated without vibration of vocal cords, or it may be said that during the pronunciation of voiceless consonants vocal cords are kept apart. E.g. /p/, /t/, /k/, /c/.

²⁴Ramelan, *English Phonetics*, (Unnes Press, 2003), P. 100.

- 2) **Place of articulation:** based on the points of articulation, consonants are divided as; (1). Bilabial (or labial), both lips as the primary articulator's articulate with other. E.g. /p/, /b/, /m/, /w/. (2) labio-dental, the lower lip articulates with the upper teeth. E.g. /f/, /v/. (3) interdental, the lip on the rims of the tongue articulates with the upper teeth. E.g. /θ/. (4) alveolar, the blade or tip and blade of tongue articulates with the alveolar ridge (the upper ridge teeth), e.g. /t/, /d/, /s/, /z/. (5) palato-alveolar, the blade or the tip and blade of the tongue articulates with alveolar ridge, and there is at the same time a rising of the front of the tongue toward the hard palate. E.g. /ç/, /j/, /ʃ/. (6) velar, a glottal obstruction or a narrowing causing friction and vibration between the vocal cords. However, some consonants in this category may be produced without vibration between the vocal cords. E. G. /k/, /g/, /ŋ/.
- 3) **Manner of articulation:** according to the manner of articulation consonants are divided into; (1). Plosive (stop), there occurs a complete closure at some points in the vocal tract behind which the air pressure builds up and is released explosively. E.g., /t/, /k/, /b/, (2) affricates, complete closure appears at some points in the mouth, which the air pressure builds up; the

separation of the articulators is slow with that of a plosive, so that friction is a characteristic second element of sounds. E.g, /j/, /c/. (3) fricatives, two articulators approximate to such an extent that the air stream passes through them with friction. The sounds produced in this way are called fricatives. (4) lateral, partial closure is made at some point in the mouth, the air stream is allowed to escape from one or both sides of the contact.e.g. /l/ in 'loud' or late. (5) retroflex, the tip of tongue is raised towards the alveolar ridge without touching it. The sides of the tongue are pressed against the upper back teeth. As the sound is produced, air flows out over the tip of tongue and vocal cords vibrate. E.g. /r/. (6) nasals, these sounds are produced with a complete closure at some points in the mouth but the soft palate is lowered, and hence the oral cavity is blocked, and air escapes through the nose to produce, /m/, /n/, and /ŋ/.

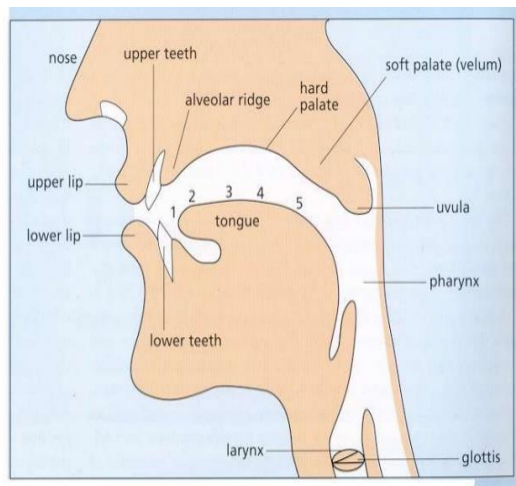
4) Possibilities of consonant final

If the first syllable of the word in question begins with a vowel (any vowel may happen) we say that this initial syllable has a zero onset:

- a) Zero consonants are possible with all vowel units, compound and straightforward except: /e, ae, you, A, n/

- b) All consonants except /h, r, w, y/ may occur as standard final simple consonant units.
- c) The structure of the final consonant combination presents more difficulties than the initials. The use of consonants suffixes as a morphological device makes for a greater variety of combinations. The same phoneme may recur within a combination and combinations of greater length are found. The core of the final consonant group is the standard final. Any consonant may be found in this position except /h, w, r, y/ which do not occur.²⁵

Picture2.1 The Places of Articulation



Source: www.google.com

²⁵ D. O Connor and J. L. M. Trim, Vowel, Consonant, and Syllable—
A Phonological Definition, 9.2 (1953), 103–22
<<https://doi.org/10.1080/00437956.1953.11659461>>.

b. English Vowels

English has 12 pure vowels, and they are pure vowels. They are [i:], [I], [ε], [æ], [a:], [ɔ], [ɔ:], [U],[u:], [Λ], [ə], [ə:]. A vowel defined as some of the continuous voiced sounds produced without obstruction in the mouth and it is what may be called pure musical sounds unaccompanied by any friction noise. The quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by a tongue that rises to the palatal ridge. Vowel clarifications are based on what part of the tongue which is managed to produce the vowels.²⁶

The vowels classification, based on the part of the tongue:

- 1) Front vowels: the vowels are produced by raising the front part of the language to the hard palate. English has four consonants in the front area; all are made with spread lips. They are close front spread vowel [i:], lowered and centralized close front spread vowel [I], mid-front spread vowel [ε], and open front spread vowel [æ].
- 2) Back vowels: the vowels produced by raising the back part of the tongue to the soft palate. There are

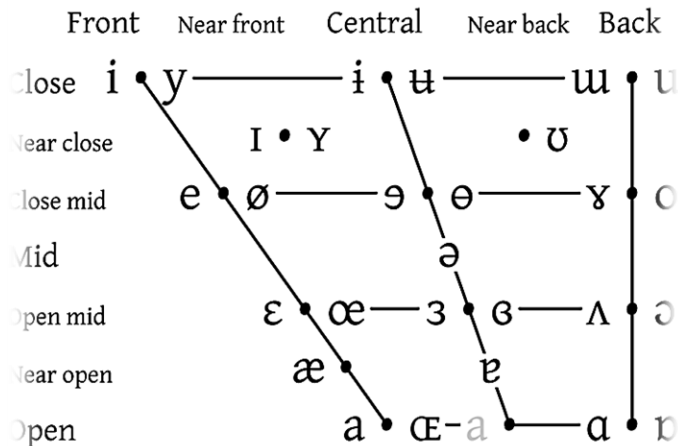
²⁶David Crystal, *A Dictionary of Linguistics and Phonetics*, (Blackwell Publishing Ltd, 2008).

five vowels in the back area of the mouth. They are close back rounded vowel [u:], lowered and centralized close back rounded vowel [ʊ], mid back rounded vowel [ɔ:], open back rounded vowel [ɒ], and open back spread vowel [ɑ:].

- 3) Central vowels define that, the vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue. There are three vowels produced in the central area of the mouth. They are open central spread vowels [ʌ], mid-central spread vowels [ə] [ɜ:], and schwa vowel in an unstressed syllable.

Picture 2.2 The Places of Vowel Articulation

VOWELS



Vowels at right & left of bullets are rounded & unrounded

Source : www.google.com

In English, vowels are characteristically reduced in quality when not stressed. However, whether the reduced forms are considered separate from full vowels or different forms of the same sound is debatable. Full vowel sounds are produced by using three physical variables or articulatory dimensions: tongue height, tongue position (front/back) and lip form (round/spread). Reduced vowels, on the other hand, only differ in tongue position. In any case, reduced vowels are extremely common. The mid-central reduced vowel /ə/ or the *schwa* is the most common vowel in both America and British English. It usually appears in small words like *a the* and *to* as well as in unstressed syllables in words such as *about* and *around*. As regards, the distinction between /i/ and /I/ is particularly problematic for finish learners of English. The three reasons are: first, while the finish /i/ and the English /I/ are similar, the English /I/ is somewhere between the finish /i/ and /e/ which, makes it difficult to pronounce. The second is spelling complicates the matter since both vowels are usually spelled with an *i*. This often makes learners assume that there is only one sound and they identify with the /i/ in their mother tongue. The third is although finish speakers can distinguish between short and long vowels quite easily, they may experience difficulty in recognizing differences in quality and

conclude the English /i/ and /I/ correspond to the finish (ii) and (i), respectively. Thus, it should be provided examples of words that only differ in quality, not length as in *beat* [bi:t] and *bid* [bid].²⁷

Picture 2.3 Phonology and Phonetic

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Source: The Journal of pronunciation (2018)

8. Problem of English Pronunciation

Indonesian learners often face some difficulties in learning English, especially in the pronunciation system. When a baby starts to talk, he does it by listening to the sound of his mother, and he will automatically imitate his mother. He has been used to speaking his mother tongue since childhood. The mother tongue has part of his habits. Moreover, it will be difficult to change the pattern of moving his speech organs in

²⁷Hilla Hietanen, *Teaching the Pronunciation of English As An International Language: Suggestions for Constructing a syllabus for Finish learners*, (University of Jysvakyla Departement of Languages, 2012)

such a way as to produce foreign sounds²⁸. It is understandable since the movements of his speech organs have been set to produce the speech sound of the language. We all use the same speech organs to provide the sounds we become accustomed to producing. The set of sounds we acquire; however, a child brought up in an English speaking environment will develop phonemes of English. In other words, an Indonesian speaking child, of course, will establish the phonemes of Indonesian which are difficult to change²⁹ according to Ramelan, the difficulty encountered by the students 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 less difficult it will be for the students to learn a foreign language. According to Ramelan points out, the nature of pronunciation problems are in learning a foreign language as follows: Firstly, the problem is concerned with the identification of foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of foreign sounds to be able to produce them.

²⁸Ramelan,

²⁹Kelly,

The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation.³⁰

9. English Foreign Language Student

EFL is where the teacher teaches English to students in a country where English is not the native language. So, EFL students are taught in non-English speaking countries where English is not the official language such as Japan, China, or Venezuela. However, the definition of EFL students' speaking is now breaking down because the increased use of English through globalization has made it difficult to differentiate between second language and foreign language speech communication. On the other hand, a classroom of EFL students will usually all be from the same country. They will have the same culture and make similar mistakes in the target language. Therefore, these mistakes can be corrected by the teacher as a whole rather than individually with the ESL students. An EFL student is far more likely to be learning the language for academic purposes, and the emphasis of teaching will be different. Students are usually more receptive to learning reading and writing and less concerned with speaking and listening so that it will make it difficult to be master in pronunciation. Unless they live in an English environment where they will communicate with English speakers.

³⁰Ramelan, *English Phonetics*, (Unnes Press, 2003), P. 100.

Therefore, the teacher will be required to change his or her teaching strategy, depending on the needs of the students.

B. Previous Researches

Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities and indicates our association with particular communities. Many researchers research pronunciation. Here, the researcher chooses some previous researchers who are related to writing on English exposure. Those are:

1. The first previous study is "Pronunciation problems: A case study on English pronunciation errors of low proficient students" 2016. This journal from University Malaysia Sabah, Priscilia Shak and other friends as researchers. She said that students' pronunciation problems could not be ignored. A thorough analysis of students' pronunciation problems should be conducted to find ways to help oral proficiency students pronounce words more accurately. The students made these mistakes as these sounds were unfamiliar, and they, therefore, faced problems when they were asked to pronounce these familiar sounds. Data obtained from this study have also indicated that Malaysian students have problems with pronouncing the /t/, /d/, and /g/ plosive consonants. It can also be observed from the data collected that the participants have problems with deciding whether to use long and short pure vowel sounds and other problems. The instrument of Priscilia's

study was a questionnaire and reading aloud. The survey provides basic background data of the participants, including age, sex, nationality, language spoken at home and MUET band score.

The second instrument was reading aloud test based on a reading text entitled the Nord Wind and the sun. The participants were students taking university English courses selected via purposive sampling; twelve low oral proficiency students were identified and invited by their English course instructor to participate in the study. It then moves on to the next phase, which was data collection, reading aloud text and questionnaire. Finally, data analysis: the error analysis and identification of student pronunciation problems through an audio recording of reading aloud test and data tabulation.

From previous research above, the researcher is inspired and motivated to conduct the study about pronunciation problems, and the researcher identifies that are some similarities and differences between my research and this research, the analogy is pronunciation problems that want to be examined by the researcher.

2. The second previous study is Afsana Begum & Muhammad Azizul Hoque, 2016. "English Pronunciation Problems of the Tertiary Level Students in Bangladesh: A Case Study". This is a journal from the International Journal of Research Arts,

Science, and Commerce. There were from the Department of English Language and Literature.

They analyzed some problems concerning the pronunciation of English learners in Bangladesh. They said the problems found in English vowel sounds, consonant sound and some factors responsible for poor pronunciation, from interaction with the teachers and students the elements that study brings out. Especially tertiary students have had many obstacles on the way to the correct pronunciation of English, most of which are due to L1 interference. From this previous research, the researcher identifies that there are some similarities and differences between my research and this research. The analogy is on the skill that wants to be examined by the researcher, that is pronunciation problem, and the difference is on the data collection, the researcher will use interview and recorded test but not use a questionnaire to collect the data, whereas from the previous research used survey and interview.

3. The third previous study is the research of Shi Xuan, (2019) “A Study on English Pronunciation Problems at Segmental Features of Collage Students from Mainland China”. *Journal of Literature and Art Studies Vol.9 No. 2*

This previous study aimed to investigate into the most salient pronunciation problems at the segmental level by college students from mainland China (mandarin L1 speakers)

through a close study and it finds that the problems identified in the segmental features of English pronunciation correspond with the phonological features of the pronunciation of Chinese English. Moreover, to help college students improve their pronunciation and achieve the pronunciation of standard English, this study provides some pedagogical implications and suggestions about teaching strategies aimed at the most salient problems discovered in the research findings.

This previous research is similar to my research which discusses English pronunciation problems, especially at segmental aspects. This previous research applies qualitative research to describe the phenomenon of English pronunciation problems. The data collection also uses recorded to analyze in detail terms of segmental features. However, this study has some differences. The subject from previous research is college L1 mandarin speakers, while the subject of my research is the English student department. Besides, my research uses some data collecting techniques to analyze the data while the previous research does not. Just use the recording.

4. The fourth previous study is the research of Yahsinta Farahsani, (2018) “Pronunciation Problems and the Application of Process Skill Approach: A Case Study of Mechanical Engineering Students at Universitas

Muhammadiyah Yogyakarta”, *Journal of English for Academic and Specific Purposes Vol 1. No. 2*. This previous research aimed to find out what difficulties students face in English Pronunciation when making presentations in English. Some of the difficulties encountered in making presentations were their lack of knowledge about public speaking, in this study researcher examined the application of appropriate learning methods for pronunciation learning so that students optimally pronounce each word in English. In the results of observation and simulation, the previous researcher was found four students’ difficulties in learning English.

The previous research is similar to my research which discusses Pronunciation problems, especially at segmental features, and also the last analysis used observation to collect the data and to use a qualitative method. However, this study has some differences, the subject from mechanical engineering while the subject of my research is English department students. Besides, my research uses some data collecting techniques to analyze the data, such as interviews, recording. While the previous research does not, just use observation and simulation.

C. Conceptual Framework

In pronouncing English words, sometimes students find hardly to try pronunciation some English words, in other case the students can not pronounce perfectly a word that may lead into misunderstanding.

However, speaking in understandable pronunciation is good to communicate each other. Therefore, based on the reality that EFL students have a complexity in their environment where there may have one or more the language used in daily activities, the ability to imitate a sound is different for each other. It is because a each a local language in Indonesian has own accents and dialects where all of them different comparing each other. Then, pronunciation of words in any language based on extensive example and experience that primarily related to area phonology. Meanwhile, the researcher believes that the different way of speaking language can affect pronunciation problems. The pronunciation problems comes from the inability of students pronounce correctly since they have to build new habit to break old habit in pronouncing new word. Then, official language which is Bahasa Indonesia may affect students pronunciation of English. The local language which is also the first language has a chance in affecting the learning or acquiring the target language. Otherwise some factors from internal or external can affect the process to learn pronunciation.

CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study. The descriptions include type and research approach, research study, the setting and the time of the research, source of data, research focus, data collecting technique, and data analysis technique

A. Type and Research Approach

The type of this research is a case study research, namely study conducted intensively, in detail and deeply towards an organization, institution, and certain symptom. In this case, it is a Descriptive case study to set describe the natural phenomena which occur within the data in questions. This research used the triangulation method for collecting data and the result of qualitative research more emphasized in the meaning rather than generalization³¹. Whereas according to Bogdan and Taylor explained that qualitative research is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the people observed.³² Descriptive means here research is purposed to be described some phenomena, whether it is scientific or designed. Also, the design of this research is descriptive qualitative. This study is conducted on the

³¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p.15.

³²V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p.19

fourth-semester students, especially PBI-4C of the English department at the Walisongo State Islamic University of Semarang.

B. Research Setting

The researcher was conducted with fourth-semester students of English Language Department UIN Walisongo Semarang in the academic year of 2019/2020, which is located at Jl. Walisongo No.3-5 Tambakaji, Ngaliyan, Semarang Central Java. The object of this research is fourth-semester students allow speaking class in the academic year of 2019/2020. The researcher determined this place with the consideration that English Language Education Department of UIN Walisongo has potential to be researched, and it is close distance with the researcher because the researcher is also the student majoring English Education Department of UIN Walisongo so that it made her easier to collect data as well as make efficient time and cost. The time for conducting this study started from 5-12 February 2020.

In conducting a research, some steps are required to be done in clear chronological order. In this study, some steps were taken to collect the data:

1. Asking the students to come one at a time
2. Giving an explanation to the students what the test would be about and how to do it
3. Giving the test paper and asking the students to read instruction carefully

4. Starting doing the test by recording the student' voice one by one.
5. Taking an interview to ask the students for the second reseach questions.

C. Subject of Research

In this research, the writer got data from the speech or utterance were recorded from 37 students (9 Male and 28 female) of fourth semester English Department students, especially PBI-4C. The writer got other data from books, Cambridge dictionary, and journal related to English pronunciation problems

D. Research Focus

This study was conducted at Walisongo State Islamic University of Walisongo at fourth semester English Department Students, especially PBI-4C, in which the total number of students was 37. The focus of this research is segmental aspects employed by English students in speaking class, and also some factors can influence English pronunciation problems.

E. Method of Collecting Data

A research instrument is a tool or facility used by the researcher in collecting data to make her more comfortable to get better results. In collecting data, the researcher used writing stationery for notes and handphone/camera as a tool to record the learning process in the classroom.

Besides, the researcher as human instrument functions to determine the research focus, choose participants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on her findings..³³Here are the steps in conducting the research:

1. **Observation:** Observation is an activity of getting the information needed to present a real picture of an event to answer a research question, to help to understand human behaviors, and to evaluate them by measuring certain aspects and giving feedback on these measurements.³⁴Observation is an important tool for the assessment of oral language in the classroom. Oral language is used in classroom management, classroom instructions, in the group and individual reading of stories, discussions, class surveys, literature-based tasks, games, and others, in the classroom, oral language assessment often occurs as a part of a cycle teaching.³⁵In this case, the observation type is the non-participative observation that means the researcher will come to the class and do the observation without taking any action. The observation has taken in the previous semester when they were at 3rd semester on 15 November 2019.

³³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*

³⁴Sujarweni, *Metodologi Penelitian Lengkap, Praktis, dan Mudah dipahami*, (Yogyakarta: Pustaka Baru Press, 2014)

³⁵ Penny McKay, *Assessing Young Language Learners*, (Cambridge University Press 2000).

The result of pre-research did in all classes of PBI 3A- PBI 3B- PBI 3C. It is carried out to find out the level of students' ability in their speech, to understand the characteristics students, to set the camera's position, as well as to check the quality of the recorder whether it has been qualified or not. The researcher also has undertaken scientific confirmation through reading books and journals related to the study to support the information.

2. **Recording:** To get valid data, the advanced technology that can be done simultaneously is the recorded test. The researcher applied recording to investigate students have pronunciation problems with using mobile/camera as a tool to record, the researcher gives them pronunciation test and to check the correct pronunciation of words, after recording the students, the researcher listening to the recording and then writing down the transcription and marking every single English sound which is mispronounced. The researcher used the Cambridge dictionary, or English phonetics theory, and the researcher asks the teacher to correct their pronunciation.
3. **The interview** is one of the data collection techniques mostly used by the researcher for the descriptive-qualitative study. This data collection method based on self-report, or knowledge, or personal belief. An interview technique can be done as a structured interview or unstructured

interview³⁶.The interview is done orally in the face to face meetings based on the individual. Before doing the interview, the researcher has prepared the interview instrument called by the interview guide. Besides, the important one is the researcher makes a report with the respondents. The kind of questions can be a fact, data comprehension, concept, argument, perception, or respondent's perception related to the focus study. The researcher applied the interview to ask for some information to collect the data appropriate with the second question research. The researcher wrote and listened to the informant carefully what information that has explained by the informants. The interview was done orally in the face to face meeting based on individually

F. Method of Analyzing Data

An analysis used in this research is an analysis, according to Miles and Huberman in Sugiyono. Activities in data analysis techniques are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing*.³⁷Data analysis is a process to look for and arrange the data systems that have been reached from the interview, field report, documentation, and other materials to analyze the English

³⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*

³⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*

pronunciation problems of English department students' in speaking class by organizing the data, arranging to be a pattern, and choose where is the important on that will learn, and making a conclusion. So, it will be understandable for herself/himself and others. The following is a breakdown of the steps in analyzing data:

1. **Data reduction.** Data reduction means summarizing, selecting, focusing on important data. In this case, the researcher will reduce the data by doing two steps:
 - a. Transcribing data => After obtaining data in the form of utterances from the results of recording test, the researcher was transcribed the data by typing all the utterances to be grouping the mispronounced English sounds.
 - b. Identifying and classifying data => the data transcription was identified by separating the data in which data are needed and which ones are not. After that, the data needed was classified based on the segmental phonological characteristics. The data was allocated into two classifications; consonants and vowels pronunciation problems.
2. **Data display.** After the data needed have been collected and classified, the researcher will analyze how the mispronounced sounds are becoming the pronunciation problems. It began with analyzing the segmental features of the mispronounced English phonemes which had been classified. To check off the

accuracy of the analysis, the oxford dictionary, English phonetic theory, phonology book, and the teacher help the researcher to correct the accuracy of the analysis. The last data is explained factors can influence English pronunciation problems.

3. Conclusion drawing.

The last step in the data analysis technique of qualitative research, according to Miles and Huberman is the results of the analysis produced a conclusion. In this case, the writer checked the validity of data by using triangulation strategy. For verifying or confirming the findings by using multiple sources and evidence modes. The conclusion was be in the form of a description of the segmental features consists of consonants and vowels pronunciation problems and a description of some factors from the English pronunciation problem of English department students in speaking class.

Here, The step of analyses data for recording.

The followings are some steps taken in analyzing the data:

- a. Playing and listening to the recording several times as necessary
- b. Transcribing the students' pronunciation into phonetic transcription
- c. Identifying and classifying based on the segmental phonological characteristics.

- d. Analyzing how the mispronounced sounds were becoming the pronunciation problems. The data is allocated into two classifications; consonant and vowel pronunciation problems. To check off the accuracy of the analyse the researcher uses dictionary, theory of English phonetics and phonology.
- e. The findings of this study are the answers from research questions above, namely description of the English pronunciation problems.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis of the finding of the research. Then, the study of the result was discussed in a brief elaboration in the discussion part.

A. Data Analyses

To answer the research question, the finding presents the analysis of the research data by categorizing the data into two classes: Consonant and vowel and explaining the segmental features which become English pronunciation problems faced by English Department Students and analysis of the result students' interview.

1. The result of the interview

a. The part of pronunciation difficulty

According to some students as a participant of research, Spelling is difficult for students who learn pronunciation. Commonly, spelling problems start from a poor visual memory for the combination of words, and poor spellers have trouble remembering the letters in words because they have difficulty in remembering of those letters. It means that the students who have poor spelling will be a weakness in language skills, especially in pronunciation, including could not remember the individual sounds (phonemes) in a word, such as the the sounds /v/, /ð/, /z/ and others. The weakness

may be detected in the use of spoken language. From the data students' interview, the student explains the part of pronunciation difficulty:

Interviewer: "What part of pronunciation is the most difficult one (*linking sound, accent, intonation, spelling, rhythm*)? Why?"

Interviewee 1: "yang paling sulit itu spelling mbak, karna kalo kita tidak hafal spelling bahasa inggris, kita pasti akan salah pengucapan"

(the most difficult in part of pronunciation is spelling, because we have to remember the phonemes every words, so that we never mispronunciation)

Interviewee 2: "menurut saya yang pertama yang sulit itu spelling lalu intonation, kan spelling bahasa inggris dengan bahasa indonesia berbeda"

(in my opinion, the first difficult is spelling, the second is intonation, because English spelling with Indonesian spelling are different")

Interview 3: "speeling sih mbak, because kurang nya pengetahuan tentang spelling di bahasa inggris"

(the most difficult is spelling because lack of knowledge about English spelling)

From the data above, we can conclude that one of the difficulties in pronunciation is spelling. The students must

understand and remember English spelling so that they can minimize the wrong pronunciation.

2. The result of recording

Here, the analysis of the research data by categorizing the data into two classes: Consonant and vowel which become English pronunciation problems faced by PBI-4C

a. The problem with English Consonants

The followings are the consonant sounds that were inaccurately pronounced by members of PBI-4C in their recording test. The accuracy was determined with the phonetic transcription provided Oxford dictionary and English phonetic book. The innacuarete production of the consonants will be described through the phonetic theories of consonants and focus on the voicing, the manner of articulation, and the place of articulation.

1) The sound [v]

The table shows some of the words with the sound [v], which was alternate with the sound [f] by the English student department.

Table 4.1 The Problem of Sound /V/

Position	Word	The correct pronunciation	The student pronunciation
Initial	Very	/ˈveri/	/ˈfəri/
	View	/vju:/	/fju:/
	Visit	/ˈvɪzɪt/	/ˈfɪsɪt/
	Various	/ˈvɛ: riəs	/ˈfɛ: rius/
Medial	Level	/ˈlev[ə]l/	/ləfəl/
	Seven	/ˈsev[ə]n/	/sɛfən/
	Divide	/dɪˈvaɪd/	/dɪˈfaɪd/
	Deliver	/dɪˈlɪv.ə/	/dɔˈli:fər/

Position	Word	The correct pronunciation	The student pronunciation
	Previous Investigate	/ˈpriːviəs/ /ɪnˈvestɪgeɪt/	/ˈpreːfɪəs/ /ɪnˈfestɪgeɪt/
Final	Of Descriptive Have Negative Productive Solve	/ɒv / (ə)v/ /diˈskriptɪv/ /hæv/ /ˈnegətɪv/ /ˈprɒdʌktɪv/ /sɒlv/	/ɒf/ /dɛˈskriptɪf/ /hæf/ /ˈnegətɪf/ /prɒˈdʌktɪf/ /sɒlf/

Source: The result of reseacher, 2020

The English consonant sound [v] is described as a voiced, labiodentals and fricative sound which means that its production should fulfill those three main features of [v] sound. The problem faced by English department student in suitability with the sound [v] was the voicing while they faced with the manner and place of articulation correctly. Some of them devoiced the sound [v] that it resulted in the production sound [f]. it is because of the sound [v] and [f] have the same manner and place of articulation, but the sound [f] is voiceless whereas the sound [v] is voiced. The kind of alternate happened in the three positions of sounds in a word: initial, medial and final position. In initial position, for example it happened to the word ‘visit’ /ˈvɪzɪt/ and ‘view’ as /vjuː/. Both of the words have initial [v] sound but it was alternated by the English department students with the [f] sound that made visit’ /ˈvɪzɪt/ and ‘view’ /vjuː/ be pronounced /ˈfɪsɪt/ and /fjuː/. The change of the sound [v] into [f] the initial position performed by the students happened because the phonological

environment. The change of the [v] in the initial position is always followed a vowel.

The alternation also happened in the central position of the sound [v] for example, the substitution of medial [v] sound in word 'seven' /sɛv[ə]n/ and 'level' /'lɛv[ə]l/. The change of the sound [v] into [f] in the medial position performed by the English department students happens at four different phonological environments. Firstly, it is preceded by a consonant and followed by a vowel. For example, the word 'investigate' as an /in'fɛstigeit/, the sound [f] is preceded by the consonant /n/ and followed by the vowel [ɛ]. Secondly, it is preceded by a vowel and followed by a vowel. For example, in pronunciation of the word 'seven' as /sɛfən/, the sound [f] is preceded by the vowel [ɛ] and followed by the vowel [ə].

Finally, the final position of consonant [v], for example: firstly, it is preceded by a vowel in the word 'Of' as /ɒv/ the sound is preceded by the vowel [ɒ] and secondly, a consonant precedes it, for example: in the word 'solve' as //sɒlv/ the sound [f] is preceded by the consonant [l].

2) The sound [ð]

The followings are the consonant sounds which were inaccurately pronounced by members of PBI-4C in their pronunciation test. The table below was substituted sound [d] or[θ]:

Table 4.2 The Problem of sound [ð]

Position	Word	The correct pronunciation	The student pronunciation
Initial	The	/ðə/, /ði/	/də/
	Then	/ðen/	/den/
Final	With	/wið/	/wiθ/

Sumber : The result of reseacher, 2020

The English consonant sound [ð] is described as a voiced dental fricative sound that the production should fulfill those three main features of [ð] sound. The problem faced by English department students regarding the sounds [ð] arose in two positions; initial and final.

In the case of the sound [ð] in the initial position, the English student department was articulated the /ð/ in the incorrect way of the manner and the place of articulations, while the voicing remained correct. The student did not touch his tongue to the dental area, but to the nearest place of articulation which was the alveolar ridge and changed it is manner of articulation to be a stop or plosive. Maybe, it was resulted in the production of the sound [d], which substituted the sound [ð]. This kind of substitution happened, for example, in words „the“ /ðə/ and "then“ /ðen/. The replacement of the initial [ð] with the sound [d] by PBI-4C made them pronounced /də/ and /den/. It is initial substitution happened in a phonological environment because the change of the [ð] in the initial position is always followed a vowel. For example, in

the student pronunciation of the word “then” as /ðen/, it can be identified that the sound [d] is followed by the sound [e], which is a vowel. When the sound [ð] happened in the final position, the students did not mispronounce it in the same way when it happened in the initial sound. The sound [ð] in the final position was pronounced in the correct way of manner and place of articulation, which is fricative and dental. However, the students devoiced the sound [ð], which actually should be voiced. It results in the substitution of the sound [ð] with the sound [θ] and they share the same manner and place of articulation. It is kind of replacement happened to the word “with” /wɪð/. The final [ð] sound was substituted by the students with the sound [θ] that, it pronounced /wɪθ/. Then, the change of the sound [ð] into [θ] in the final position performed by the PBI-4C happen a phonological environment. The transformation of the [ð] in the final position is preceded by a vowel. For example, in the student pronunciation of the word „with“ as /wɪθ/, it can be identified that the sound [θ] is preceded by the sound [ɪ] which is a vowel.

When the sound [ð] happened in the final position, the English student did not mispronounce, it in the same way as when it happened in the initial sound. The sound [ð] in the final position was pronounced in the correct way of manner and place of articulation, which is fricative and dental. However, the English student devoiced the sound [ð], it should

be voiced. Meanwhile, it results in the substitution of the sound [ð] with the sound [θ], they share the same manner and place of articulation. It is kind of substitution happened to the word "with" /wɪð/. The subject reseach substituted the final [ð] sound with the sound [θ] that it pronounced /wɪθ/. Then, the change of the sound [ð] into [θ] in the final position performed by the students happen a phonological environment. A vowel precedes the change of the [ð] in the final position. For example, in the student pronunciation of the word "with" as /wɪθ/, it can be identified that the sound [θ] is preceded by the sound [ɪ] which is a vowel.

3) The sound [θ]

The followings are the consonant sounds that were inaccurately pronounced by members of PBI-4C in their pronunciation test. The table below was substituted sound [θ] with sound [t] by the students of research happening in the initial and final position.

Table 4.3 The Problem of sound [θ]

Position	The word	The correct pronunciation	The student pronunciation
Initial	Three	/θri:/	/tri:/
	Thank	/θaŋk	/taŋk/
Medial	Method	/'meθəd/	/'metəd/

Source : The result of reseacher, 2020

The sound [θ] is described as a voiceless dental fricative sound. Those three phonetic aspects should happen when

producing the sound [θ]. However, some of the students, in some cases, did not meet two of the three phonetic aspects when they articulated the sound [θ]. They changed the place of articulation of the sound [θ] from dental to alveolar. By the manner of articulation, the sound [θ] that should be articulated through producing an air stream as the fricative was articulated with the manner of stop or plosive. The voicing of this sound was produced correctly. Those two changes in the phonetic aspects of the sound [θ] resulted in the production of the sound [t] that substituted the sound [θ]. It is kind of substitution happened in two positions; initial and medial. The substitution in the initial position, for example, happened in words "three" /θri:/and "thank" /θaŋk/. The substitution of the initial [θ] sound with the sound [t] made their pronounced /tri:/ and /taŋk/. It can be seen from the table that the change of the initial sound [θ] to the sound [t] committed by the PBI 4C fell two different phonological environments. A consonant follows the change of the sound [θ] to the sound [t] in the initial position. For example, in the student pronunciation of the word "three" as /tri:/, it can be identified that the sound [t] is followed by the sound [r], which is a consonant. Secondly, the change of the sound [θ] to the sound [t] in the initial position is followed by a vowel. For example, in the student pronunciation of the word „thank“ as /taŋk/, it can be identified that the sound [t] is followed by the vowel [a].The substitution of the medial

[θ] sound with the sound [t] happened to the word method /'mɛθəd/. This kind of substitution made it pronounced /'mɛtəd/. It can be seen that a vowel change also happened in that word and it will be discussed in the vowel section. The change of the medial sound [θ] to the sound [t] performed by the student happens in one phonological environment. The change of the sound [θ] to the sound [t] in the medial position is preceded and followed by a vowel. For instance, in the student pronunciation of the word "method" as /'mɛtəd/, it can be identified that the sound [t] is preceded by the vowel [ɛ] and followed by the vowel [ə]. In other cases, the English student articulated the sound [θ] correctly

4) The sound [tʃ]

The following table shows the sound [tʃ], which was replaced with sound [c] by the student occurring in the medial position. This problem did not happen in the initial and final position.

Table 4.4 The Problem of sound [tʃ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Features	/'fi:tʃə(r)/	/'fi:cə(r)/

Source: The result of researcher, 2020

The sound [tʃ] can be phonetically described as a voiceless palatal affricative sound. The articulation of the sound [tʃ] should be done through those three phonetic aspects. The problem with the sound [tʃ] faced by PBI-4C was

regarding the manner of articulation. The affricative [tʃ], which should articulate based on the method of articulation, by briefly stopping the air stream and suddenly, the producing releases of the stopped air stream to create friction was articulated without providing the friction. In contrast, the voicing and the place of articulation remained unchanged. It was resulted in the production of the sound [c] since the sound [tʃ] and [c] have two phonetic aspects in supply, which are the manner and the place of articulation. At the same time, they differ only in the character of the manner of articulation by means the sound [tʃ] affricative, and the sound [c] is stop or plosive. It is kind of substitution happened only in the medial position. For example, the medial [tʃ] sound was substituted with the sound [c] by the English student department in the word "feature" /'fi:tʃə(r)/. The substitution of the medial [tʃ] with the sound [c] made those words pronounced /'fi:cə(r)/. It can be seen from the table that the change of the medial sound [tʃ] to the sound [c] performed by the English students happens different phonological environments. The change of the sound [tʃ] to the sound [c] in the medial position is preceded and followed by a vowel. For example, in the student pronunciation of the word "feature" as /'fi:cət/, it can be identified that the sound [c] is preceded by the vowel [i:] and followed by the vowel [ə].

5) The sounds [z]

The following table shows the sound [z], which was substituted with the sound [s] by the students happened in the medial position during the research

Table 4. 5 The problem of sound /z/

Position	Word	The correct Pronunciation	The student pronunciation
Medial	Result	/rɪ'zʌlt/	/rɪ'sʌlt/
	Example	/ɪg'zɑ:mp(ə)/	/ɛg'sɑ:mpə/
	Present	/prɪ'zɛnt/	/prɪ'sɛnt/

Source: The result of reseacher, 2020

The sound [z] is a consonant sound which the articulation should be conditioned through three phonetic aspects: voiced, alveolar and fricative. Those three aspects should be conditioned on the whole in order to produce the good sound [z]. Unless, the three aspects are completed, the articulator will move to the sound [z] into another possible sound. Some of the English department students faced the problem when they had to face with the sound [z]. They can dominate with the manner and the place of articulation of the sound [z], but it resulted in the production of a voiceless, alveolar, and fricative sound. This sound can be an indication as to the sound [s]. The sound [s] is similar to the sound [z] in terms of manner and place of articulation, but they differ in the voicing. The sound [z] is voiced while the sound [s] voiceless. It is kind of substitution happened in the medial sound position. It was happened, for example, the word 'result' /rɪ'zʌlt/ and 'present' /prɪ'zɛnt/. The

medial [z] sound in those words was alternate with the sound [s]. It made them pronounced /rɪ'sʌlt/ and /prɪ'sent/.

The medial [z] sound in those words alternated with the sound [s]. It made their pronounced /rɪ'sʌlt/ and /prɪ'sent/.

The table above shows that changing the sounds of [z] to [s] in the medial position was happened two phonological environments. The first is changing the medial sound [z] to [s] is preceded and followed by a vowel. For example, the sound [s] in the pronunciation of the word 'result' as /rɪ'sʌlt/ is preceded by the vowel [ɪ] and followed by the vowel [ʌ]. The second is the phonological condition that it is preceded by a consonant and followed by a vowel sound. It can be identified from the subject pronunciation of the word „example“ as /ɛg'sɑ:mpəl/.

6) The sound [k], [g], [t], and [s]

The sounds [k], [g], [t], and [s] have their phonetic aspects. The sound [k] is produced by creating a very brief stop of the air stream in the velar area without vibrating the vocal fold. So, the sound [k] is described as voiceless, velar, and stop or plosive. The sound [g] has similar phonetic aspects to the sound [k]. What makes the sound [g] different from the sound [k] that it is produced by vibrating the vocal fold. The sound [g] is described as voiced, palatal, and stop or plosive. The sound [t] is always described as voiceless, alveolar, and stop or plosive since it is articulated by stopping the air stream briefly

in the dental position and without vibrating the vocal fold. Meanwhile, the sound [s] articulated by almost blocking the air stream to create friction in the alveolar ridge and without vibrating the vocal fold. It makes the sound [s] described as voiceless, alveolar, and fricative.

The students of the research did not face a problem with articulating the sounds [k], [g], [t], and [s]. They can fill those sounds correctly based on their phonetic aspects. However, they had to articulate the sound [k], [g], [t] or [s] which was located at the final sound of a closed syllable and was preceded by another consonant sound. It called a consonant cluster, they tended to simplify the consonant cluster by deleting the last consonant sound in the consonant cluster. In this case, the sound [k], [g], [t], or [s] was the last consonant sound in the consonant cluster, which was deleted by the PBI-4C as the research of the subject.

Table 4.6 The problem of sounds [k], [g], [t], and [s]

Position	Word	The correct pronunciation	The students pronunciation
Final	Task	/tɑ:sk/	/tɑ:s/
	Mask	/mɑ:sk/	/mɑ:s/

Source: the result of researcher, 2020

It can see from the table that the deletion sound [k] in the word 'Mask and Task' was located at the end of a closed syllable and it was preceded by the consonant sound [s]. PBI 4A as the subjects simplified the consonant cluster sound /sk/ in the word 'task' by deleting the sound [k] that made the word

'task' pronounced as [ta:s]. it also explained that the phonological environment is preceded by a consonant sound. For example, the consonant is the sound [s]

7) The sounds [g], [t], and [s]

The same problems happened with the sounds [g], [t], and [s]. PBI 4A the students of the research simplified the consonant clusters in which the sounds [g], [t], and [s] located at the last consonant sound in closed syllables by deleting those sounds

The table shows the deleted sound [g], it happened after a preceding consonant sounds.

Table 4.7 The problem of sound /g/

Position	Word	The correct pronunciation	The student pronunciation
Medial	Language English	/ˈlæŋɡwɪdʒ/ /ˈɪŋɡlɪʃ/	/ˈlæŋwɪdʒ/ /ˈɪŋlɪʃ/

Source: the result of researcher, 2020

From the table above that the deleted sound [g] is located at the final sound of a closed syllable and preceded by consonant sounds. For example, the student pronunciation of the words 'Language and English' as /ˈlæŋwɪdʒ/ and /ˈɪŋlɪʃ/, it means that the sound [g] was deleted. For example, it happened in the closed syllable and it was preceded by the consonant sound [ŋ]. Then, the phonological environment can be drawn the deleted medial sound [g] is preceded and followed by a consonant sound.

Otherwise, the problem of the sound [t], it happened after a preceding consonant sound. We can see the table below shows the deleted sound [t].

Table 4.8 the problem of sound /t/

Positin	Words	The correct pronunciation	The student pronunciation
Final	Percent	/pə(r)'sent/	/pər'sen/
	Fast	/fa:st/	/fa:ss/
	Guest	/gest/	/gess/

Source: the result of researcher, 2020

The table shows that the deleted sound [t] is located at the final sound of closed syllable and preceded by a consonant sound. For example, PBI-4C as the subject pronunciation of the word 'percent' /pər'sen/, it means that the sound [t] was deleted, it happened in the closed syllable and preceded by consonant sound [n]. The phonological environment that can be drawn that removed the final sound [g] is preceded a consonant. Because of the student pronunciation of the word 'percent' /pər'sen/, the deleted [t] sound is preceded by consonant sound [n].

The table below shows the sound [s], which was happened in the final position.

Table 4.9 The Problem of sound /s/

Position	Words	The correct pronunciation	The student pronunciation
Final	Release	/ri'li:s/	/ri'lai:s/

Source : the result of researcher, 2020

The table shows that the sound [s] was located in alveolar. In English, the sound /se/, the final sound in 'realise', it is often written /s/, thus the deleted /e/ as vowel sound in consonant sound made by phonological environment. The air is restricted by the tongue and the alveolar ridge for the sound [s]. Sometimes the student can not distinguish articulation from /s/ or /se/

3. The problem with the English Vowels

Here, the analysis of the research data by categorizing the data into two classes: Consonant and vowel which become English pronunciation problems face by PBI-4C

The following are the vowel sounds which were inaccurately pronounced by PBI-4C as the students of research in recording test or speaking activities. The accuracy was determined with the phonetic transcription provided in the Oxford dictionary and phonology book.

a. The sound [i:]

The sound [i:] is a long close front vowel. It is called a long vowel because it was pronounced a little bit longer than the short vowel. When producing this vowel, the front part of the tongue is raised to the root of the mouth. The height of the tongue when creating the sound [i:] is higher than the sound [i]. Slightly, the lips are spread when producing the sound [i:]. When dealing with this vowel sound, some of the students of the research failed to pronounce correctly. They made two

different inaccurate pronunciations of the sound [i:] and it happened in the medial position.

The table shows pronounced sound [i:] by PBI-4C as the students of research

Table 4.10 The problem of sound /i:/

Position	Word	The correct pronunciation	The student pronunciation
Medial	Cohesion These Sheep	/kəʊ'hi:ʒŋ / /ði:z/ /ʃi:p/	/kəʊ'hɛ:sŋ / /ðez/ /ʃip/

Source : The result of researcher, 2020

The sound [i:] was substituted with the sound [e] and [ɛ]. The first is the substitution happened because the front part of the tongue, it should be raised to the roof of the mouth and it was lowered to the position of close-middle vowel quality, and they also shortened. When the front part was raised to the position of close-mid vowels, it was the vowel [e], which was pronounced. It is substitution happened in the word 'these' /ði:z/. The replacement of the medial [i:] sound with the sound [e] it pronounced /ðez/. The second is the vowel length happened, but it lowered the front part of the tongue to the position of the open-mid vowel. So, it produced the long vowel [ɛ:]. For example, the substitution happened in the word 'cohesion' /kəʊ'hi:ʒŋ /. The alternation of the medial [i:] is with [ɛ].

b. The sound [ɛ]

It is a short open-mid front vowel. The sound [ɛ] produced by slightly raising the front part of the tongue to the position of the open-mid quality. This is also provided with the lips slightly spreading. Some of the students had some trouble pronouncing this vowel. The following table shows the wrong pronunciation of the sound [ɛ] performed by the PBI-4C.

Table 4.11 The problem of sound [ɛ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	World	/wɜ:rlɪd/	/w ə:rd/
	Said	/'sɛd/	/'seɪd/
	Curl	/kɜ:rl/	/ke:rl/

Source : the result of researcher, 2020

The first is the sound [ɛ] in a front vowel, but some of the students used the middle part of the tongue to fill the sound. Then, they raised the middle part of the tongue in half between the close and open of vowel sound quality. It was resulted in the production of the vowel [ə]. The substitution happened in the first syllables 'world'/wɜ:rlɪd/. The substitution of the sound [ɛ] with [ə], it pronounced /w ə:rd/.

The second problem faced by PBI-4C when producing the sound [ɛ] is called a diphthong. It means that a pure vowel [ɛ] is changed to be a diphthong. In this case, the students turned pure vowel [ɛ] into the diphthong [eɪ]. It made the word 'said' /'sɛd/ pronounced /'seɪd/

- c. The sound [ʊ]

The sound [ʊ] is located a close back vowel. It means that the production sound ʊ uses the back part of the tongue, and it was raised to the roof of the mouth. The production of the sound [ʊ] does not use the back part of the tongue. Somehow, the back of the tongue is closer to the center of tongue. The tongue is a little bit drawn and closing the position of the close-mid vowel sound quality. The lips are rounded in producing the sound [ʊ].

The table shows the wrong pronunciation of the sound [ʊ] faced by PBI 4C

Table 4.12 The problem of Sound [ʊ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Look	/lʊk/	/lu:k/
	Good	/gʊd/	/gu:d/
	Book	/bʊk/	/buk/

Source : the result of researcher, 2020

The problem is the students used the back of the tongue to try the production of the sound [ʊ]. Then raised back part of tongue higher than what is necessary to produce the sound [ʊ]. Even, the students produced the sound [ʊ] and pronounced a bit longer to be [u:] for example, it happened in word 'look'/lʊk/ 'book' /bʊk/ but the students pronounced /lu:k/ /bu:k/

d. The sound [ʌ]

The sound [ʌ] is an open middle vowel. Producing the sound [ʌ] involves the middle part of the tongue. However, the

sound /ʌ/ is not a fully open vowel. The middle part of the tongue is a little bit raised near the position of the open-mid vowel sound quality.

The table shows the sound [ʌ] detected incorrectly produced by the students of PBI-4C.

Table 4.13 The Problem of sound [ʌ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Flood	/flʌd/	/flud/
	Multiple	/mʌtɪpl/	/mʌltiple/

Source : the result of researcher, 2020

When the students producing [ʌ], some of the students have experience in error pronunciation. The sound [ʌ] was made fully open by the students. The students dropped the middle part of their tongues in the lower position. The sound [ʌ] needs the tongue to be slightly raised near the position of the open-mid vowel sound. The students substituted the sound [ʌ] with the sound [a] or [u]. It happened in the medial position; for example, the word 'multiple'/mʌtɪpl/ and the students pronounced the word 'flood' must be /flʌd/.

e. The sound [ə]

The sound [ə] is a mid vowel. It was produced by the central part of the tongue is raised a half between the close and open area of vowel sound quality. The sound [ə] is also described as a schwa. It means that the sound [ə] can happen in a weak syllable, and it is often deletion. The problem that was faced by the student of PBI-4C suitability with the schwa [ə]

was that it is substituted with other vowels. It was replaced with the vowels [ɔ], [ɒ], [a], [ɛ], and [u] while also strengthening the syllable.

The table shows the schwa [ə], which was alternated with the vowel [ɔ] produced by the student of PBI-4C.

Table 4.14 The Problem of Sound [ə]

Position	Words	The correct pronunciation	The student pronunciation
Initial	Appropriate	/ə'prəʊ.pri.ət/	/ɔ'prəʊ.pri.ət/
Medial	Relevant	/ˈrel.əvənt/	/ˈrel. ɔvənt/
	Promote	/prə'məʊt/	/prɔ'məʊt/

Source: The result of researcher, 2020

It can see in the words 'appropriate' 'relevant' and 'promote,' it pronounced ə'prəʊ.pri.ət/, /ˈrel.əvənt/ and /prə'məʊt/ by the student of research. It can be indicated that they substituted with the vowel [ɔ].

The second is the schwa [ə], it was substituted with the vowel [a] produced by the student of PBI-4C.

Table 4.15 The problem of schwa [ə]

Position	Word	The correct pronunciation	The student Pronunciation
Final	Data	/ˈdeɪtə/	/ˈdeta/
	Area	/ˈeəriə/	/ˈeəria/

Source: the result of researcher, 2020

The substitution of the sound [ə] with the vowel [a] by the student of research happened in the final position. The last replacement happened in the words 'data' and 'area.' It was substituted with the sound [a] and it pronounced /ˈdeɪtə/ /ˈeəriə/.

f. The sound [ɔ:]

The sound [ɔ:] is a long mid-back vowel. To produce the sound [ɔ], the part of the back tongue is raised in half between open and close are of vowel sound quality. The lip position when producing the sound [ɔ] is complete. The sound is created a little bit longer than short vowels.

The table shows [ɔ:], which was exchanged with [ɒ] by produced the student of PBI-4C.

Table 4.16 The problem of sound [ɔ:]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Caught	/kɔ:t/	/kɒg/
Medial	Support Source	/sə'pɔ:rt/ /sɔ:rs/	/su'pɔrt/ /sɒrs/

Source: the result of researcher, 2020

The problem pronunciations are with two vowels faced by the student of PBI-4C. They have exchanged vowel with other vowels. When they have to produce the sound [ɔ:], they produced the sound [ɔ:], which was lengthened to be [ɒ]. For example, it was happened in the words 'support' and caught.' They were pronounced /su'pɔrt/ and /kɒt/ as the sound [ɒ].

4. Discussion

Table 4.17 Number of Pronunciation Error made in recording test

Pronunciation Errors of Consonant	Number of pronunciation errors	Percentage %
-----------------------------------	--------------------------------	--------------

The sound [v]	283	26.64%
The sound [ð]	97	9.13%
The sound [θ]	140	13.19%
The sound [tʰ]	118	11.11%
The sound [z]	92	8.62%
The sound [k]	76	7.15%
The sound [g]	71	6.68%
The sound [t]	119	11.20%
The sound [s]	66	6.21%
Total	1.062	100%
Pronunciation Errors of vowel	Number of pronunciation errors	Percentage %
the sound [i:]	60	11.51%
The sound [ɛ]	92	17.65%
The sound [ʌ]	69	13.24%
The sound [ə]	127	24.37%
The sound [ɔ:]	77	14.77%
The sound [ʊ]	96	18.42%
Total	521	100%

Source: the result of researcher, 2020

The first table showed that the English pronunciation problem faced by the fourth English department student in the form of alternation English consonant sound with other similar sounds. According to English phonetic, the consonant sound alternation happened because of the changing of one or more aspects among the three segmental phonetic aspects: those are voicing, manner, and place of articulation. Based on the finding of consonant sounds happened to the consonant sounds [v], [ð], [θ], [tʰ], [z], [k], [g], [t], and [s]. The consonant alternation, which was done by the student of PBI-4C, it can be exemplified, when they pronounced /View/, but the students

replaced by pronunciation the sound of [f] /fju:/. The top three pronunciation problem made the sound [v]: 26.64%, the sound [θ]: 13.19%, and the sound [t]: 11.20%.

- a. **The Sound [v]** described as a voiced, labiodentals and fricative sound which means that its production should fulfill those three main features of [v] sound. The problem faced by English department student in suitability with the sound [v] was the voicing while they dealt with the manner and place of articulation correctly. Some of them devoiced the sound [v] that it was resulted in the production sound [f]. This is because of the sound [v] and [f] have the same manner and place of articulation, but the sound [f] is voiceless whereas the sound [v] is voiced. For example, it was happened to the word 'visit' /'vizit/ and 'view' as /vju:/. Both of the words have initial [v] sound but it was alternated by the English department students with the [f] sound that made visit' /'vizit/ and 'view' /vju:/ be pronounced /'fisit/ and / fju:/.
- b. **The Sound [θ]** described as a voiceless dental fricative sound. The students changed the place of articulation of the sound [θ] from dental to alveolar. The manner of articulation, the sound [θ] that it should be articulated through producing an air stream as fricative was articulated with the manner of stop or plosive. The substitution of the medial [θ] sound with the sound [t]

happened to the word *method* /'mɛθəd/. it is kind of substitution made pronounced /'mɛtəd/. it can be seen that a vowel changed also happened in that word and it will be discussed in the vowel section. The change of the medial sound [θ] to the sound [t] performed by the student happens in one phonological environment. For the EFL students' the sound [θ] is difficult because the sounds are absent for their languages. Another problems occur when the students do not hear the difference from other sounds.

- c. **The Sound [t]** described as deletion the sound [t] is located at the final sound of closed syllable and preceded by consonant sound. For example, PBI-4C as the subject pronunciation of the word 'percent' /pɛr'sɛn/, it means that the sound [t] was deleted and it happened in the closed syllable and it was preceded by consonant sound [n]. English [t] is alveolar and pronounced with the tongue farther back. The difference may not be perceived aurally by the students because it is factor from contributing to the foreign accents.

Besides consonant sounds, the researcher found the vowel sounds were alternation with other vowel similar vowel sounds. Based on the finding of vowel sounds that happened to the vowel sounds [i:], [ɛ], [ʌ], [ə], [ɔ:]. The vowel alternation, which was done by the student of PBI-4C, can be

exemplified, when they pronounced 'support'/sə'pɔ: rt, which contained the vowel sound [ə], the students were replaced by the PBI-4C with the sound [u]. From this example, it can be identified that the students changing English vowel sounds with other similar vowel sounds and the top three pronunciation error made the sound [ə]: 24.37%, the sound [ɒ]: 18.42%, and the sound [ɛ]: 17.65%

- 1) **The Sound [ə]** described the sound produced by raising the central part of tongue is raised a half between close and open area of vowel sound quality. The sound [ə] is also described schwa. It means that the sound [ə] can happen in a weak syllable and it is often deleted. The problem is that was faced by the student of PBI-4C suitability with the schwa [ə] was that is substituted with other vowel. For example, it happened in final substitution the words 'data' and 'area'. It was substituted with the sound [a] and it pronounced /'deɪtə/ /'eəriə/.
- 2) **The Sound [ɒ]** described the sound produced a little bit longer than short vowels. The problem pronunciations are with two vowels faced by the student of PBI-4C. They were exchanged vowel with other vowels. When they have to produce the sound [ɔ:], they produced the sound [ɒ] which was lengthened to be [ɒ]. For example, it happened in words 'support' and 'caught'. They were pronounced /su'pɔ:rt/ and /kɔ:t/ as the sound [ɒ].

3) **The Sound [ɛ]** described the sound [ɛ] is a front vowel but some of the students used the middle part of the tongue to fill the sound. Then, they raised the middle part of the tongue in half between close and open quality of vowel sound. This resulted in the production of vowel [ə]. This substitution happened in first syllables ‘world’/wɜ:rd/. The substitution of the sound [ɛ] with [ə], it pronounced /w ə:rd/.

The segmental pronunciation problem faced by the students of PBI 4C can be summed up as the sound alternation. Commonly, the sounds are alternation with similar sounds and sounds, which are usually represented by orthographic writing.

Table 4.18 Examples of mispronounced words

Types of Consonant	Words	The correct pronunciation	The error pronunciation
The sounds (V)	View	13	19
	Visit	15	17
	Very	10	27
	Various	20	17
	Level	20	17
	Seven	27	10
	Divide	15	17
	Deliver	27	10
	Previous	14	18
	Investigate	27	10
	Of	10	27
	Descriptive	25	12
	Have	21	16
Negative	7	30	

Types of Consonant	Words	The correct pronunciation	The error pronunciation
	Productive	12	25
	Solve	15	17
The sound [ð]	The	13	19
	Then	13	19
	That	20	17
	Those	12	25
	With	15	17
The sound [θ]	Three	15	17
	Thank	15	17
	Through	11	26
	Think	25	12
	Third	25	12
	Thousand	20	17
	Theory	25	12
	Method	10	27
The sound [tʃ]	Feature	11	26
	Lecture	15	17
	Picture	25	12
	Watched	11	26
	Switching	11	26
	Structure	26	11
The sounds [z]	Result	14	18
	Example	17	20
	Examine	10	27
	Present	10	27
The sound [k], [g], [t], and [s]	Task, Mask,	11, 17, 15, 14	26, 20, 17, 13
	Bask, Cask		
	Linguistic,	20, 10, 10	17,27, 27
	Language,		
	English	17, 15, 15, 25,	20, 17, 17, 12,
	Percent, Guest,	25, 25, 25, 20	12, 12, 12, 17
	Fast, Abstract,		
	Conflict,		
	Request,	15, 25, 10, 27	17, 12, 27, 10
	Consist, Context		
Significance,			
Send, Release,			
Street			

Types of consonant	Words	The correct pronunciation	The error pronunciation
The sound [i:]	These	10	27
	Cohesion	15	17
	Sheep	16	16
	Feet	37	0
	Leave	37	0
The sound [ɛ]	Word	14	23
	World	10	27
	Bird	23	14
	Curl	9	28
	Said	37	0
The sound [ʌ]	Multiple	7	30
	Public	37	0
	Construct	33	4
	Cap	37	0
	Flood	2	35
The sound [ə]	Appropriate, Relevant, Paragraph, Area, Data, Promote, Ago	23, 9, 37, 4, 2, 15, 37	14, 28, 0, 33, 35, 17, 0
The sound [ɔ:]	According, Source, Support, Four, More, Form	37, 11, 26, 17, 17, 37	0, 26, 11, 20, 20, 0
	Caught, Cod, Clock, Dock, Box, Doctor	0, 25, 37, 10, 37, 17	37, 12, 0, 27, 0, 20

B. Data Analyses

1. Factor can affect the pronunciation problem of English Department Students

According to Kenworthy, in the book teaching English pronunciation, six factors can affect pronunciation. Those are mother tongue, the age factor, phonology ability, amount of

exposure, attitude or identity, and motivation or concern for proper pronunciation. Based on reviewing theories about affecting pronunciation, this research will categorize affecting pronunciation into two areas. Which are named internal and external factors. The internal factors that focus on biological factors include: Age, phonology ability, and individual differences include: attitude, identity, motivation. The external factors involve the learning environment and relate to mother tongue or native language, amount of exposure. The data were taken from the interview and then triangulated by the findings from the result of audio recording. The findings and discussion regarding these four factors appeared clearly in the resulting interview of PBI-4C

a. The factors of pronunciation come from External factors

From the result of the students' interview, here some external factors that can affect the English pronunciation problem faced by PBI-4C. Those are mother tongue influence, amount of exposure.

1) Mother tanguge influence

All aspects of the language related to pronunciation, such as sounds, stress, and intonation of learners' native language when they learn a foreign language. In this research, the first factors can influence the pronunciation problem of English department students, especially PBI-4C. From the resulting interview, almost all of participants get

difficulties in pronouncing consonant and vowel sounds such as [v] in word Very, [θ] in word Method, the sound [g] in word /Language/ and the sound vowel such as [ɔ:] in word caught, [ə] in name relevant and others. The difficulties are in remembering how to pronounce some phonetic sounds. Since in Bahasa, Indonesia has more than 600 different languages called mother tongues bounded by Indonesians. Mother tongue refers not only to language learners from one's mother but also to the speaker's dominant and home language, which is called the native language. Mother tongue will be one's formal language if it is used frequently in family and society. The sound does not have in the native language. Therefore it makes difficult for students to find a similar sound in their mother tongue. If the sound has in the native language, but the place of articulation or the manner of articulation of the sound is quite different from two languages, it means that the students will get difficulty. For example, in Bahasa Indonesia, the student pronounces the sound /dʒ/ in word 'intelligent' by changing the sound with J in Bahasa Indonesia as Jakarta. Once more, it is because the sound /dʒ/ does not have in Bahasa Indonesia.

The data is supported by the finding taken from the result of the interview. One of the students stated the following statement:

Interviewer: What are the factors can affect pronunciation? It is mother tongue or phonetic ability, age, aptitude, identity, or motivation?

Interviewee: *"Kalo menurut saya mbak, faktor pronunciation yaa mother tongue atau dari native nya, soal nya saya ini kesulitan untuk menghafal sound sound yang ada di bahasa inggris, sama kata nya tapi beda bacanya atau phoneticnya dan misalnya recording kalimat yang panjang juga bingung mbak, contoh nya gimana bisa bedain antara dibaca S or Sh nanti akan beda arti"*

(I got difficulties to memorize, especially how they are pronounced in English, the same word but different pronouncing. It also difficult to read long sentences from recording, for example, the word pronounce S or Sh, it makes a difference the meaning)

From the statement above, it can be inferred that the students got difficulties in remembering how to pronounce some phonetic sounds. Besides, the differences in processing in the target language pronunciation by comparing the sound systems between the mother tongue. It may be assumed that the problem appears because of the mother tongue. This is not because of their lack of vocabulary knowledge but because the sound produces strange and unique. So, the mother tongue influence for the student in pronunciation problem.

2) Amount of Exposure

Exposure relates to being long of a time that the students live in a target language environment. It does not matter the place, country, city the students stay but depends on how much they use English in daily life. The more they spent their time listening and speaking will be better their English pronunciation. Relates the factor of students' age, it can be said that children are exposed to more than one language before the age of puberty, they seem to acquire all languages well since it has claimed that children are better to learn a language than adults. Otherwise, it does not easy the students who live in the target language country will have proper pronunciation like a native. On the other hand, the students have been living in an English speaking country, then the students will have many possibilities to listen and use English since they will be surrounded by English speaking environment. Based on the interview, it follows the answers of the students' interview:

Interviewee 1: "Kalau untuk belajar bahasa inggris sudah sejak kelas 4 SD sampai sekarang tapi untuk mendalaminya saya baru mulai di perkuliahan ini dan untuk pronunciation belum pernah di SD, ini pertama kali"

(I started learning English language since fourth grade in elementary school, but I focus to learn pronunciation now)

Interviewee 2: “selama saya di SMP-SMA guru saya hanya mengajarkan translate kata bukan pronunciation nya. Jadi fokus nya ya di translate saja”

(during junior high school and senior high school my teacher did not teach pronunciation, she explained about translation word by word)

From the first data of students' interviews shows that teachers in elementary school did not focus on teaching pronunciation them, the teacher only taught the English language such as vocabulary, translation. This condition indicates that exposure in the area of pronunciation is minimal. As a result, when they started learning English at university, their previous experience affects their learning. Some students got difficulties in learning pronunciation since they did not get used to learning pronunciation. This condition will not be faced by the students who have previous experience in English pronunciation before they are at university level. It can see the answer of the third interview:

Interviewee 3: “semester kemarin saya ambil kursus di Pare, disana belajar speaking tiap hari dan lama lama pronunciation juga ikut bener, yang awalnya gak bisa bacanya karna sering latihan di area speaking pare jadi tau pronunciationnya”.

(I took speaking course in pare kediri, Everyday I learn English speaking, also the pronunication, so I can practice daily conversation with the correct pronunciation).

Interviewee 4: “saya bisa fokus belajar pronounciation sejak saya ikut belajar di lembaga kursus, jadi kalo saya salah pronounciation tutor nya akan langsung membenarkan, kadang juga ada bule nya jadi bisa langsung belajar pronounciation”.

(I can focus learning pronunciation when I joined the English course, my tutor will be correct the pronunciation when I got wrong pronunciation. sometimes there were native speakers, I can learn pronunciation with them)

The third data shows that the previous experience gave students to practice pronunciation in the course of daily conversation. It seems that providing an excellent opportunity to develop their pronunciation. It means that the students will be more successful in improving their pronunciation.

Supporting the data from audio recording also, the data shows that the students who started learning English pronunciation at a university level have more difficulties than the students who have learning pronunciation before entering the university level. It may be assumed that the comparison between the students who have and have not learned English

pronunciation before learning comprehensively at the university level, surely the effect of exposure.

b. The factors of pronunciation come from Internal factors

From the result of the students' interview, here some internal factors that can affect the English pronunciation problem faced by PBI-4C. Those are the age factor, motivation, and concern for proper pronunciation

1) The Age factor

The importance of age is as the main factor in learning a second or foreign language. The younger learners are better for learning a new language when they were getting learning pronunciation since childhood and more accurate for their pronunciation biologically. It has a determined period of life when language can acquire easily and add more the period language is challenging to acquire learning pronunciation. The age refers to the period when the students learn the pronunciation seriously and intensively. If the students do not learn a foreign or second language before the age is mature. Maybe, they can not obtain a better pronunciation than those who learn a language at an age properly. Usually, if the students start to speak in the second or foreign language before the age of six until seven years old, they will be no accent, and if the students begin to talk between the age of seven until nine years old, they almost have an accent.

Based on the interview, some English department students from PBI-4C said that they started learning pronunciation intensively when they came to university, it means that they acquire learning pronunciation deeply since they have the age of eighteen years old. It can see from the following answers the student's interview.

Interviewee 1 : “saya belajar bahasa inggris sejak SD, tapi belajar pronunciation itu baru pas di kampus karena di SD-SMP dulu belajar nya Cuma vocabulary, tenses kaya gitu, kadang guru nya saja salah pronunciation dan akhirnya murid nya juga salah. Jadi pronunciation pas di SD-SMP gak begitu fokus, fokus nya pas masuk jurusan bahasa inggris ini”.

(I Learned English language when I started from elementary school, but I just focus learned such as vocabulary, tenses and learning pronunciation focused in university especially when I am student of English department)

Interviewee 2: “saya belajar bahasa inggris sejak SMP-SMA, terus kalo memahami peronunciation nya pas masuk universitas sama ambil kursus di pare jadi baru tau pronunciation yang benar”.

(I learned English language since junior high school until senior high school, and understanding the

pronunciation when starting to learn pronunciation in university or course from pare kediri)

Interviewee 3: “kalau belajar pronunciation baru kali ini, tapi belajar bahasa inggris sudah sejak SD-SMP-SMA”.

(learning pronunciation is just started lately, but learning English language since I were in elementary school, junior high school and senior high school)

The data from those students' interview, started learning English when they were eight to ten years old. We know that learning English language will be better when they started in early age than adult. It means that from the students were in appropriate period called Critical Period Hypothesis (CPH). In second language acquisition, CPH outstanding as critical age period for language learning. So, adults trying to learn English language as second language seem to have a hard time achieving native- like pronunciation. Unfortunately, they did not learn English pronunciation intensively and comprehensively when the first time they learned English language. They started learning pronunciation when they were eighteen years old, the average of their ages are freshmen. Otherwise, the students of PBI-4C were not in a period called CPH.

Likewise, the data from audio recording also supports the previous data gathered. Since, the students of PBI-4C

started to learn pronunciation intensively and comprehensively in the age of eighteen until nineteen years old, it can be said that they have mastered their mother tongue but this condition makes them get difficulties in pronouncing foreign language sounds which does not appropriate with their mother tongue. The data supported from audio recording that some students got difficulties in pronouncing sounds like the sound /θ/ in word 'method', /ð/ in word 'with'. The difficulties of student faced by the unavailability of those sounds in their mother tongue and also implementing phonetic sound does not exist in their first language. Thus, the data from interview and audio recording shows the conclusion learning English pronunciation could be affected by the age of the students when they start English language, especially in pronunciation.

2) Motivation and concern for good pronunciation

In the learning process, some students seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how bad their pronunciation is, and they request for correction their pronunciation. The students may be unconcerned because they are not aware that the way they speak is resulting in difficulty or misunderstanding for the listeners. From the result students' interviews, some students from PBI-4C said

that one of affective could give significant influence in the learning process is motivation. Motivation refers to the choices students make as to what experiences or goals they will approach. Student's motivation to improve pronunciation will get a sense of achievement because they believe that motivation results from the various reasons for student improvement, especially students who want to improve their pronunciation. It can be seen from the following answers to the student's interview.

Interviewee 1: "saya itu tidak punya pronunciation yang bagus, tapi saya ingin improve pronunciation saya agar lebih baik lagi kalau English speaking, terutama kalau pronunciation salah harus ada yang benerin jadi tahu kesalahannya".

(I don't have a good pronunciation but I want to improve my pronunciation well, especially when I got wrong pronunciation, it should be giving correct pronunciation)

Interview 2: "Yaah, emang pronunciation itu paling sulit, kadang kita meniru pronunciation si A tapi itu belum tentu benar, karna bisa aja pronunciation si A itu juga gak bagus, jadi perlu alat pronunciation untuk mengoreksinya".

(indeed, pronunciation is difficult, we imitate from A pronunciation but it's not really the correct pronunciation)

because it can be the A pronunciation is not good, so that it needs a toll for correct pronunciation)

Interviewee 3: “menurut saya, motivation itu penting agar kita menjadi giat untuk belajar pronunciation, karna belajar pronunciation itu membutuhkan waktu yang lama kan jadi sering sering memotivasi diri sendiri”.

(in my opinion, motivation is essential for students who want to learn pronunciation, because learning pronunciation takes too much time, so the students should motivate theirself).

Based on the interview result, the writer concluded that the factors that affect pronunciation problems come from motivation as the internal factors. So, it means motivation can help the students to improve the students' skills, especially in pronunciation, and it believes that success in any assignment or English learning is because the student is motivated.

c. The factor of English pronunciation problems come from the psychological aspect

According to Dr. Eunha Hwang in his journal, there is a thing which included as a psychological aspect in factors affecting pronunciation problems. That is feeling confuse.

1) Confuse

Feeling confused may appear when students tried to guess a new vocabulary. Students explained that although they

have known the spelling what vocabulary that will be pronounced, they still confuse to pronounce. It is incorrect pronunciation because they just guess the vocabulary without check an English dictionary, and surely, Indonesian spelling and English spelling are different, so that it is difficult to make correct pronunciation appropriate English phonetics. It can see from the following answers the student's interview.

Interviewer: " Do you feel confused when finding a new vocabulary? Why?"

Interviewee 1: "yes mbak, suka bingung kalo ketemu kata kata baru, bingungnya karna yaa itu cara bacanya, kadang kalo nebak suka benar tapi kebanyakan salah nya dan pasti misunderstanding."

(I feel confused when finding a new vocabulary because I did not know how to pronounce the words, so it just guess correct or incorrect words but it makes misunderstanding)

Interviewee 2: "jelas bingung nya karna kan gak tau cara baca nya dan yang bikin sulit emang spelling nya, yaudah nebak aja"

(of course, I feel confuse when found a new vocabulary because I did not know how to pronounce the words and the spelling also is difficult, so I always guess the words).

Based on the interview result, the writer concluded that students were feeling confuse when found a new vocabulary, and they just guess the vocabulary but they never know the

pronunciation of vocabulary is correct or incorrect. Surely, it makes pronunciation problem from students because the transfer utterances were misunderstanding between the speaker and listener.

To make clear understanding about the points of factor pronunciation problems, the table is presented in this data description

Table 4.18 The Data Description from Interview

The factors of pronunciation problem	Students	Description
Mother tongue	20 students	From 25 students said that mother tongue has the rule and pattern of student' native language is transferred into their second or foreign language, because the foreign accents. Actually, This condition is experienced by all foreign language learners. The rule of sounds into word in the target language are different for the students. As the result, pronunciation problem is always happened.
The age factors	7 students	From 7 students said that the younger is better than older in learning pronunciation. it may be caused the influence of L1 concepts in the learners brain and from the second language acquisition told the influence of age on language acquisition, especially in pronunciation may make adults find more difficult than children do and they probably will not achieve native like pronunciation
Amount of exposure	5	From 5 students said that the

The factors of pronunciation problem	Students	Description
		situation on their environment does not support them to practice English pronunciation. it may be caused the condition put them to keep communicating using their mother tongue with people around them.
Motivation and concern for good pronunciation	5 students	From 5 students said that Student's motivation to improve pronunciation, they will get sense of achievement because they believe that motivation results from the various reasons from students improvement especially students want to improve their pronunciation.
Factor from psychological a. Confuse	37 students	From it data description, students were feeling confuse when found a new vocabulary, and they just guess the vocabulary but they never know the pronunciation of vocabulary is correct or incorrect.

Source: the result of researcher, 2020

C. Limitations of research

In this research, there are some problems existing that need to be limited in order to keep the reseach focus on certain problems. Therefore, the following limited problems are stated below:

1. The difference between L1 and L2 speech sounds. Since language has different speech sound to others, sometimes

students find there are some speech that are difficult to be pronounced.

2. The investigation of this research only conducted the students who learning on teaching speaking and listening.
3. This research concerned with the segmental features included consonant and vowel were becoming English pronunciation problems. In addition, the factor affect the pronunciation will be explain in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and some recommendations of this research are presented. These conclusions of the research are built up based on the data analysis that was discussed in Chapter IV of this research report. Some suggestions or recommendations are provided in order to give information as well as guidance to conduct further research concerning on the same issue. Finally, these recommendations are addressed especially to those, who are interested in exploring students' English pronunciation problems faced by English department students in speaking class.

A. Conclusion

In line with the results of the data analysis and discussion , the following conclusions can be drawn:

1. English pronunciation problems faced by PBI-4C. the students alternated consonant sounds with other consonants, the replacement of sound [v] to be [f], the replacement of sound [ð] to be [d] and [θ], the replacement of sound [tʃ] to be [c], the replacement of sound [z] to be [s] and then the consonant deletion [k], [g], [t], and [s]. In accordance the vowel sound alternations, the students were in the form of the replacement of sound [i:] to be [e] and [ɛ], the replacement of sound [ɛ] to be [ə], the replacement of

sound [ʌ] to be [a], the replacement of sound [ə] to be [ɛ], [e], [ɔ:], [a]. The replacement of sound [ɔ:] to be [u], [v].

2. The factors of pronunciation can affect the pronunciation problem are mother tongue, the amount of exposure, the age factor, motivation or concern for good pronunciation and factor psychological like feeling confuse. In relation factors mentioned the students have pronunciation problem, it may be caused by the affect of factors.

B. Suggestion

Buid up from the result of this reseach, there are some suggestion that can be made to reduce English pronunciation problems in speaking class. Therefore, it needs to be fixed so that the problem will decrease.

- a. For the teacher: It can be solved by teacher shouldbemoreefficient in English sound system to make the students good pronunciation and the classroom should be well equipped with modern technology which can help our existing teaching system for pronunciation.the teacher should be trained on phontetics to help students improving their pronunciation and the teacher also must watch and correct the students' mispronunciation during the teaching because it will make them get habituated to

speak with a good pronunciation. even though the goal of speaking is to deliver meaning without concerning pronunciation.

- b. For the students: the present education system hardly gives importance to pronunciation,so the authority should introduce course from the very beginning of the students' level in speaking class to improve students' pronunciation gradually. On the other hand,the students should have more exposure to the target language incorporating listening of the real life situation.As for the students, they need to reduce their pronunciation problems, students should do more practices and exercises so that they will speak with a good pronunciation, the students should be taught the writing symbols are different and spelling. If they speak English with good pronunciation, their speaking will be mor understandable and they will create English atmosphere like native.
- c. For the next reseachers to investiagate the treatment of problems pronunciation so that the students can minimize mispronunciation and also suggests to the next reseachers to find out the way to teach pronunciation.

REFERENCES

- Ahmad, Bani Yousef, Problems and Strategies in Teaching Pronunciation on English Department Students, *Judika (Jurnal Pendidikan Unsika)*, 7 2019.
- Andi-Pallawa, Baso and AndiFiptar Abdi Alam, A Comparative Analysis between English and Indonesian Phonological Systems', *International Journal of English Language Education*, 1.3 (2016) <https://doi.org/10.5296/ijelev1i3.3892>
- Arikunto, S., *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta, 2013.
- Azizul H, Muhammad, English Pronunciation Problems of the Tertiary Level: A Case Study', *Research World: Journal of Arts, Science, and Commerce*, VII 4 50-61<<https://doi.org/10.18843/rwjasc/v7i4/06>, 2016
- Charles W, *The Pronunciation of English: A Course Book*, Blackwell Publishing Oxford, 2012.
- Crystal, David. *A Dictionary of Linguistics and Phonetics*, Blackwell Publishing Ltd, 2008.
- DenizDemircioglu, Mehmet. 2013 'The Pronunciation Problems for Turkish Learners in Articulating of the Diphthongs in English Learning', *Procedia - Social and Behavioral Sciences*, 106, 2983–92 <https://doi.org/10.1016/j.sbspro.2013.12.344>
- Giulivi, Sara and others, 'An Articulatory Phonology Account of Preferred Consonant-Vowel Combinations', *Language Learning and Development*, 7.3 (2016), 202–25 <<https://doi.org/10.1080/15475441.2011.564569>>.
- Gowhary, Habib, Akbar Azizifar, and SaharRezaei, Investigating English Vowel Reduction in Pronunciation of EFL Teachers of Schools', *Procedia - Social and Behavioral Sciences*,

232.April (2016), 604–11 <https://doi.org/10.1016/j.sbspro.2016.10.083>

Hietanen, Hilla. *Teaching the Pronunciation of English As An International Language: Suggestions for Constructing a syllabus for Finish learners*, University of Jyväskylä Department of Languages. 2012.

Hossein K, Muhammad & Mahmud K, Pronunciation Problems of Hausa Speaker of English. *International Online Journal of Education and Teaching*, 2 (10) 2017.

Kelly, Gerald. *How to Teach Pronunciation*, Longman, 2000.

Kenworthy, Joanne, *Teaching English Pronunciation*, Longman, 2000.

Kosasih, Marcela Melly, Native Language Interference in Learning English Pronunciation: A Case Study at a Private University in West Java, Indonesia', *International Journal of Education and Research*, 5 (2017) 1-16.

Lai-Mei Leong & Seyedeh Masoumeh, An Analysis of Factors Influencing Learners, English Speaking Skill, *IJREE*, 2016.

Nasser Omer, M & Rais Ahmed A, 'Using Explicit Pronunciations Instructions to Develop Students 'English Speaking Competencies: A Quasi-Experimental Study Yemen', *International Journal of English Language*, 2016.

Navratilova, Mariana, *Aspects of Pronunciation Teaching: The Influence of America Media on Pronunciation*, 2015.

Odden, D. *Introducing Phonology*, New York: Cambridge University Press, 2005.

Ramelan, *English Phonetics*, Unnes Press, 2013.

Retrieved from <https://en.oxforddictionary.com/definition/grammar> on October, 17th 2019 7.11

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta, 2016.

- Sujarweni, V. W. *Metodologi Penelitian Lengkap, Praktis, dan Mudah dipahami*. Yogyakarta: Pustaka Baru Press. 2014.
- Sunnah Abu Dawud no. 4839 (Book of General Behaviour [Kitab Al-Adab]. In-book reference: Book 43, Hadith 67. English translation: Book 42, Hadith 4821.<http://sunnah.com/abudawud/43> asses on 15/08/2019 at 10:00
- Syafei, Anas, *English Pronunciation: Theory and Practice*, Jakarta: Department Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998.
- Thornbury, Scott. *How to Teach Speaking*, Longman. 2005.
- Ur, Penny. *A Course in Language Teaching, Practice and Theory*. USA: Cambridge University Press, 2009.
- Yule, G, *The Study of Language*, New York: Cambridge University Press.(2010)
- Yuniarti, D.A., *A Study on the Pronunciation of English Vowels*,Surakarta: 2019.
- Yusuf T, Ishaya&NuhuYakubu.'Pronunciation Problems Among Jukun (WAPAN) English Speaker', *European Journal of Language Studies*,1 (2), 2016.
- Zahir, Adam-Alla Ahmed, Difficulties Encountered by EFL Students in Learning Pronunciation; A Case Study of Sundanese Higher Secondary Schools', *International Journal of English Language Linguistics*,7. 4, 2017.

APPENDIXES 1

Read the words carefully by using good pronunciation!

CONSONANT PRACTICE

1. The sounds (V)
Very, View, Visit, Various, Level, Seven devils, Divide, Deliver,
Previous, Investigate, Of, Descriptive, Have, Negative,
Productive, Solve
2. The sound [ð]
The, Then, That, Those, With
3. The sound [θ]
Through, Think, Thousand, Thing, Three, Third, Theory, Method
4. The sound [tʃ]
Feature, Lecture, Picture, Watched, Switching, Structure
5. The sound [ʒ]
Conclusion, Cohesion,
6. The sounds [ʃ]
Show, Contribution, Description,
7. The sounds [z]
Result, Example, Examine, Present.
8. The sounds [k]
Task, Mask, Bask, Cask
9. The sounds [m, n]
Mango, Mouse, Mine, Miss
Nail, Nab, Nag, Name
10. The sounds [g]

Linguistic, Language, English

11. The sounds [r]

Rope, Rubber, Rock, Reef.

12. The sounds [t, s, l]

Percent, Guest, Fast, Abstract, Conflict, Request, Consist, Context
Significance, Send, Release, Street

VOWEL PRACTICE

1. The sounds [i:],

These, Cohesion, Sheep, Feet, Leave

2. The sounds [I]

Apologize , Isolation, Provide, Sit, Primitive

3. The sounds [ε],

Word, World, Bird, Curl, Said

4. The sounds [æ],

Lamp, Hat, Cat, Bat, Understand

5. The sounds [a:]

Art, Cart, Car, Glass, Dark

6. The sounds [ɒ], [ɔ:]

According, Source, Support, Four, More, Form

Caught, Cod, Clock, Dock, Box, Doctor

7. The sounds [U],[u:]

Shoe, Huge, Lose, True, Few, Fool

Look, Good, Book, Put, Should

8. The sounds [ʌ]

Multiple, Public, Construct, Cap, Flood

9. The sounds [ə:], [e]

Appropriate, Relevant, Paragraph, Several, Area, Data,
Promote, Ago

Bed, Bend, Head, Guess, Lend, Send

APPENDIXES 2

Instrument for interview

A. The objective of the interview

To Explain the factors of English pronunciation problems by English department students in speaking class

B. Interview Sheet:

Name :

Class :

Date/Time :

Questions for the students

1. Do you have a good English pronunciation? Why?
2. What part of pronunciation is the most difficult one (*linking sound, accent, intonation, Rythem, spelling*)? Why?
3. What are the factors can affect pronunciation problem?
4. Can you give a reson, why the factor can affect your pronunciation?
5. Do you feel confuse when you find a new vocabulary?why?

APPENDIXES 3

PHONETIC TRANSCRIPTION TABLE

The sound [v]

Position	Word	The correct pronunciation	The student pronunciation
Initial	View	/vju:/	/fju:/
	Visit	/'vɪzɪt/	/'fɪsɪt/
	Very	/'veri/	/'fəri/
	Various	/'ve: riəs/	/'fɛ: rius/
Medial	Level	/'lɛv[ə]l/	/lɛfəl/
	Seven	/'sev[ə]n/	/'sɛfən/
	Divide	/ di'vaɪd/	/ di'faɪd/
	Deliver	/ di'liv.ə/	/də'li:fər/
	Previous	/'pri:vɪəs/	/'pre:fɪəs/
Investigate	/in'vestɪgeɪt/	/in'fɛstɪgeɪt/	
Final	Of	/ɒv / (ə)v/	/ɒf/
	Descriptive	/di'skriptɪv/	/dɛ'skriptɪf/
	Have	/hæv/	/hæf/
	Negative	/'nɛgətɪv/	/'nɛgətɪf/
	Productive	/'prɒ'dʌktɪv/	/prə'dʌktɪf/
Solve	/sɒlv/	/sɒlf/	

The sound [ð]

Position	Word	The correct pronunciation	The student pronunciation
Initial	The	/ðə/, /ði/	/də/
	Then	/ðen/	/den/
	That	/ðæt/	/dat/
	Those	/ ðoʊz/	/edous/
Final	With	/wið/	/wiθ/

The sound [θ]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Three	/θri:/	/tri:/
	Thank	/θaŋk/	/taŋk/
	Through	/θru:/	/truɡ/
	Think	/θɪŋk/	/tɪŋk/

	Third Thousand Theory	/ θə:d/ /'θaʊ.zənd/ /'θri:l/	/terd/ /tau.send/ /'teəri/
Medial	Method	/'meθəd	/'metəd/

The sound [t]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Feature Lecture Picture Structure	/'fi:.tʃə/ /'lek.tʃə/ /'pik.tʃə/ /'strʌk.tʃə/	/'fi:cə/ /'lek.cə/ /'pik.cə/ /'stræk.cə/
Final	Watched Switching	/wɑ:tʃ/ /swɪtʃ/	/wɑ:ced/ /swɪtsɪŋ/

The sound [ʒ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Conclusion Cohesion	/kən'klu:ʒən/ /kəʊ'hi:.ʒən/	/kən'klu:ʒən/ /kəʊ'hi:.ʒən

The sounds [ʃ]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Show	/ʃəʊ/	/ʃəʊ/
Final	Contribution Description	/,kɑ:n.trɪ'bjʊ:ʃən/ /dɪ'skrɪp.ʃən/	/,kɒn.trɪ'bjʊ:ʃən/ /dɪ'skrɪp.ʃən/

The sounds [z]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Result Example Present	/rɪ'zʌlt/ /ɪg'zɑ:mp(ə)l/ /prɪ'zent/	/rɪ'sʌlt/ /ɛg'sɑ:mpəl/ /prɪ'sent/

The sounds [k]

Position	Word	The correct pronunciation	The student pronunciation
Final	Task	/tɑ:sk/	/tɑ:s/
	Mask	/mɑ:sk/	/mɑ:s/
	Bask	/bɑ:sk/	/be:s/
	Cask	/kɑ:sk/	/ce:s/

The sounds [m, n]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Mango	/'mæŋ.gou/	/'mæŋ.gəu/
	Mouse	/maʊs/	/maʊs/
	Mine	/maɪn/	/maɪn/
	Miss	/mɪs/	/mɪs/
Initial	Nail	/neɪl/	/neɪl/
	Nab	/næb/	/neb/
	Nag	/næg/	/neg/
	Name	/neɪm/	/neɪm/

The sounds [g]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Language	/'læŋgwɪdʒ	/'læŋwɪdʒ/
	English	/'ɪŋɡlɪʃ/	/'ɪŋlɪʃ/
	Linguistic	/lɪŋ'gwɪs.tɪk/	/len.westɪk/

The sounds [r]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Rope,	/roup/	/roup/
	Rubber	/'rʌb.ə/	/'rʌb.ə/
	Rock	/rɔ:k/	/rɑ:k/
	Reef.	/ri:f/	/ri:f/

The sounds [t, s,]

Position	Word	The correct pronunciation	The student pronunciation
Final	Percent	/pə(r)'sent/	/pər'sen/
	Fast	/fɑ:st/	/fɑ:ss/
	Guest	/gest/	/gess/

	Abstract	/ 'æb.strækt/	/ 'æb.strakt/
	Conflict	/ 'kɑ:n.flɪkt/	/ 'kɑ:n.flɪkt/
	Request	/rɪ'kwest/	/re'kwest/
	Consist	/kən'sɪst/	/kon'sɪst/
	Context	/ 'kɑ:n.tekst/	/ 'kɑ:n.tekst/
Initial	Significance	/sɪg'nɪf.ə.kəns/	/sɪg'nɪf.i.kəns/
	Send	/send/	/send/
	Street	/stri:t/	/stri:t/
Final	Release	/ri'li:s/	/ri'lai:s/

The sounds [i:]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Cohesion	/kəʊ'hi:ʒn /	/kəʊ'hɛ:ʒn /
	These	/ði:z/	/ðez/
	Sheep	/ʃi:p/	/ʃɪp/
	Leave	/li:v/	/li:v/
	Feet	/fi:t/	/fi:t/

The sounds [ɪ]

Position	Word	The correct pronunciation	The student pronunciation
Final	Apologize	/ə'pɑ:..lə.dʒaɪz/	/ə'pɑ:..lə.dʒaɪz/
	Provide	/prə'vaɪd/	/prə'vaɪd/
Medial	Isolation	/,aɪ.səl'eɪ.ʃən/	/,aɪ.səl'eɪ.ʃən/
	Sit,	/sɪt/	/sɪt/
	Primitive	/ 'prɪm.ə.tɪv/	/ 'prɪm.ə.tɪv/

The sounds [ɛ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	World	/wɛ:rlɔ:/	/w ə:rd/
	Said	/ 'sɛd/	/ 'seɪd/
	Curl	/kɛ:rl/	/ke:rl/
	Word	/wɜ:d/	/wedh/
	Bird	/bɜ:d/	/bɜ:r:d/

The sounds [ɑ:]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Art	/ɑ:rt/	/ɑ:rt/
	Cart	/kɑ:rt/	/kɑ:t/
	Car	/kɑ:r/	/kɑ:r/
	Dark	/dɑ:rk/	/dɑ:k/

The sounds [ɒ], [ɔ:]

Position	Word	The correct pronunciation	The student pronunciation
Medial	According	/ə'kɔ:rd-in/	/ə'kɔ:rd-in/
	Support	/sə'pɔ:rt/	/su'pɔrt/
	Source	/sɔ:rs/	/sɔrs/
	Four	/fɔ:r/	/fɔr/
	More	/mɔ:r/	/mɔ:r/
	Form	/fɔ:rm/	/fɔ:rm/
Initial	Caught	/kɔ:t/	/kɔg/
	Cod	/kɔ:d/	/kɔd/
	Clock	/klɔ:k/	/klok/
	Dock	/dɔ:k/	/dɔk/
	Box	bɔ:ks/	/bɔk/
	Doctor	/'dɔ:k.tə/	/dɔkter/

The sounds [U],[u:]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Shoe	/ʃu:/	/ʃu/
	Huge	/hju:dʒ/	/hʌg/
	Lose,	/lu:z/	/ lu:z/
	True,	/tru:/	/ tru:/
	Few,	/fju:/	/fjiu/
	Fool	/fu:l/	/fu:l/
Medial	Look	/ lɔk/	/ lu:k/
	Good	/ gɔd/	/ gu:d/
	Book	/ bɔk/	/ bu:k/

	Put	/pʊt/	/pu:t/
	Should	/ʃʊd/	/ʃud/

The sounds [ʌ]

Position	Word	The correct pronunciation	The student pronunciation
Medial	Flood	/flʌd/	/flud/
	Multiple	/mʌltipl/	/maltiple/
	Construct	/kən'strʌkt/	/kon'strakt/
	Public	/'pʌb.lɪk/	/'pʌb.lɪk/
	Cap	/kʌp/	/kʌp/

The sounds [ə:], [e]

Position	Word	The correct pronunciation	The student pronunciation
Initial	Appropriate	/ə'prəʊ.pri.ət/	/ɔ'prəʊ.pri.et/
	Ago	/ə'gəʊ/	/ə'gou/
Medial	Relevant	/'rel.əvənt/	/'rel. əvʰnt/
	Promote	/prə'məʊt/	/prə'məʊt/
	Several	/'sev.ə.əl/	/'sev.ereɪ/
Final	Data	/'deɪtə/	/'deta/
	Area	/'eəriə/	/'eəriə/
Initial	Bed	/bed/	/bed/
	Bend	/bend/	/bend/
	Head	/hed/	/hed/
	Guess	/ges/	/gas/
	Lend	/lend/	/lend/
	Send	/send/	/send/

APPENDIXES 4

TRANSCRIPT INTERVIEW

1. Transcript 01

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 08: 50

Participant : Nada Ghaida' Nursi

Turn	Speaker	Expression
1	A	"Do you have a good English pronunciation? Why?"
2	B	"not good mbak, karena pronunciation ku di kelas masih salah salah" sulit juga
3	A	"what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?"
4	B	"spelling mbak, because spelling indonesia with English itu beda jauh"
5	A	"What are the factors can affect pronunciation problem? "
6	B	"Mother tongue sih"
7	A	"Can you give a reson, why the factor can affect your pronunciation?"
8	B	"because Mother tongue indonesia with English has different mbak, jadi logat nya kalo ngomong susah"
9	A	"Do you feel confuse when you find a new vocabulary?why? "
10	B	" Bingung mbak soal nya gak tau cara bacanya jadi mau baca vocab baru gak tau bener apa salah yang penting nebak gitu aja"

2. Transcript 02

Place :Nyamuk park

Date : 04 Feb, 2020

Time : 08: 57

Participant: filzah faiqotul himmah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak mbak, karena masih belajar”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling, because we have to memorize English spelling one by one dan itu sulit kadang juga ada spelling yang beda dengan spelling indonesia”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“Mother tongue mbak”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“soal nya saya ini kesulitan untuk menghafal sound sound yang ada di bahasa inggris, sama kata nya tapi beda bacanya atau phoneticnya dan misalnya recording kalimat yang panjang juga bingung mbak, contoh nya gimana bisa bedain antara dibaca S or Sh nanti akan beda arti”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung, karna gak tau cara bacanya, nebak juga sih kadang benar kadang salah”

3. Transcript 03

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:00

Participant : devita uvi annisa

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“not so bad, because I try to improve my pronunciation”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rhythem spelling</i>)? Why?”
4	B	“spelling, because in english phonology has a lot of phonetic and I try to memorize it, it’s difficult to me”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“Mother tongue seperti native speaker”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“indonesia punya banyak logat jadi kalo menirukan mother tongue seperti native itu susah”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ of course, because, gak tau cara bacanya, spelling nya juga”

4. Transcript 04

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:04

Participant : anik rizqiyah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“not good, karna kalo speaking masih suka nebak baca nya
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ i think, the first is spelling, and then the second is intonation. Because, cara baca di spelling nya yang beda” kalo intonation harus faham rendah tinggi nya suara”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“native speaker”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“kalo menurut saya, yaa karna kita kan sering lihat orang luar ngomong jadi kaya niru mereka gitu, tapi susah mbak”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	”bingung, kalo nebak kata kata baru gmna, bacanya takut salah”

5. Transcript 05

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:09

Participant : Muhammad Nashrullah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“Gak mbak, tapi masih berusaha untuk belajar agar pronounciationnya bagus”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“menurut saya sih spelling yang sulit, sama pengucapan nya tapi beda spelling nya, suka susah membedakanya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“Mother tongue nya”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“paling berpengaruh yaa native mbak, apalagi mother tongue trus logat logat kita juga beda, makanya susah di beberapa Engglish spelling”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“Jelas bingungnya karna nebak nebak kata yang kadang bener dan kadang salah”

6. Transcript 06

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:15

Participant : Eva Yurike M

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ Not good because saya tidak menyukai bahasa inggris krn sulit”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation,rythem spelling</i>)? Why?”
4	B	“spelling sih menurutku miss, soalnya emang kalo kita nyusun kata yaa pakai spelling dulu, kalo spelling nya salah brarti pronounce nya juga g bagus
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ lebih ke native ya miss, berarti kaya mother tongue kan miss”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“Karena kita kan beda dengan native, jadi kalo pronunciation nya pasti sulit dan gak bisa bagus kaya mereka”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“hehe,, bingung miss, karena kan vocabulary nya baru jadi harus tau cara baca bunyi nya”

7. Transcript 07

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:23

Participant : qory ayuni falhi

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“not so good, because English pronunciation is difficult to me”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rhythem spelling</i>)? Why?”
4	B	“sebenarnya intonation mbak, tapi kalo di vocabulary berarti ya spelling juga sulit”karna spelling indonesia dan inggris beda, sulit di fahami”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“mother tongue mbak”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“ kan biasanya bule kalo ngomong itu fasih banget sedangkan aku kalo ngomomg bahasa inggris ngapak, jadi emang berpengaruh di mother tongue nya”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“suka nebak sih mbak dan itu juga membingungkan bacan nya gmana”

8. Transcript 08

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:30

Participant : alfin husna kamilah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“mmmm, gak bagus mbak, gak menguasai pronunciation”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“yang paling sulit itu spelling, terus accent karna spelling kan emang awal harus faham trus accen nya british atau amerika kan beda”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“native speaker mbak”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“ karna emang berpengaruh aja di native speaker, kan kalo ngomong harus mirip mirip gitu kan, sedangkan kita kan lidah nya orang jawa”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung banget, karna dituntut harus tau pronounce yang bener”

9. Transcript 09

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:30

Participant : hikmatus syarifah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“jelek mbak” meski anak pbi sendiri, pronounciation ku jelek, krn kurang memperaktekan nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling sih, karna sulit menghafal nya di tiap huruf nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“bahasa ibu nya atau mother tongue”
7	A	“Can you give a reson, why the factor can affect your pronunciation?”
8	B	“ yaaah karna emang beda aja mbak”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung mbak, kadang takut kalo nebak, nanti salah pasti”

10. Transcript 10

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09:37

Participant : ahmad muktar rudin

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ not so bad, karna kurang improve pronunciation jadi agak kaku kalo ngomong bahasa inggris”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ kalo di bagian kalimat sih biasanya intonation tapi kalo mengenal kata kat yaa spelling, emang susah”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ native speaker sih kalo menurutku”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“kan kita berkiblat sama native kalo ngomong nya native gitu yaa kita harus niru meski gak bagus dan logat nya yang bikin susah karna beda”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“kadang bingung, soalnya gak tau cara ngucapin nya gmna, apalagi kalo sama kata beda pronunciation nya, pasti nanti salah meaning”

11. Transcript 11

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 09: 43

Participant : mhelinda desryan

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ of course, not good mbak, because saya kurang praktek aja tiap hari nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation,rythem spelling</i>)? Why?”
4	B	“ kalo menurutku yang paling sulit yaa spelling, karna kita wajib memahaminya sehingga tidak keliru saat mengucapkanya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ I think mother tongue mbak”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“jelas mother tongue kita jawa mbak dan karna jurusan kita bahasa inggris jadi harus belajar, kalo gak sessuai dengan mother tongue yaa bakal sulit”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“iya bingung banget, yaa itu ketemu vocab baru gak sesuai dengan bacaanya”

12. Transcript 12

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 05

Participant : dinda kusumariana

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“hmmm, not so good, saya anak PBI tapi gak punya pronunciation yang bagus”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ the most difficult is spelling because yaa itu mbak, sama kaya temen temen, harus tau ejaan nya agar gak salah”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“kayak nya mother tongue”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“yaaa, menurut ku emang mother tongue sangat berpengaruh mbak”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung mbak, soalnya ketemu kata yang gak familiar”

13. Transcript 13

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 12

Participant : nike nur fadillah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak bagus mbak, ngerasa masih ada yang kurang gitu, mungkin kurang latihan”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ yang paling sulit intonation, tapi sebelum intonation yaa spelling dulu, spelling kan nanti ngeja ngeja huruf gitu, kalo gak tau yaa susah”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“kita kan bahasa ibu nya jawa ya mbak, kalo bahasa inggris bukan bahasa ibu jadi yang berpengaruh ya bahasa ibu nya itu”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ yaa itu tadi mbak, bahasa ibu kita pakai nya jawa jadi berpengaruh lah”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ sering bingung nya, yaa karna itu gak tau spelling nya mbak”

14. Transcript 14

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 18

Participant : ahmad aunilah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ gak bagus gak begitu jelek, karna habis kursus dari Pare kediri hehe”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling yang susah terus lingking sound juga susah, kalau spelling itu gak tau aja mbak gmna baca nya gmana bedainya, kalo lingking sound itu yaa karna biaanya ada huruf huruf di gabung”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ yaa sama kaya temen temen menurutku itu mother tongue”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“Sound sound nya saya gak bisa niruh in kaya native mbak”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“yaa itu krna sound nya beda saya suka bingung kalo ketemu kata baru”

15. Transcript 15

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 25

Participant : ahmad haydar ali

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak juga bagus, karna gak kebiasaan aja”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rhythem spelling</i>)? Why?”
4	B	“spelling, terus lingking sound dan intonation. Yang paling sulit spelling krn berhubungan dengan baca di tiap kata nya, kalo intonation kan emang tinggi rendah nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ dari native nya sih mbak”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ karna emang dari dulu kita suka ikut native kalo ngomong, jadi sangat berpengaruh kalo kita gak bisa kaya mereka, apalagi pronunciation dasarnya udah beda oleh bahasa ibu masing masing”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ iya suka ngerasa bingung karna gak tau cara pronounce nya gimana”

16. Transcript 16

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 33

Participant: ainul fikriyah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ lumayan hehe, karna kalo kita kebiasaan denger kata bahasa inggris pasti akan kebiasaan ngucapinya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling dan accent karna kalo spelling kan emang dari kata kata nya kita tau cara ngucapin nya dan harus sesuai accent”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“bahasa ibu logat nya’
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ logat nya kan jawa sih jadi ada yang ngapak, medok, dan itu berpengaruh ketika ngucapin sound vocabulary”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung nya karna gak kebiasaan ngucapin vocab yang jarang ketemu”

17. Transcript 17

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 40

Participant: muhammad taufiq

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ not good, because saya jarang mempraktekkan nya mbak”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation,rythem spelling</i>)? Why?”
4	B	“ spelling paling sulit, spelling kan berhubungan langsung dengan bacaan di vocab vocab”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ mother tongue”
8	B	“ yang pasti emang mother tongue beda mbak, susah juga kalo gak kebiasaan dengan mother tongue masing masing”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung, gak tau gimana ngucapi nya nebak nebak aja salah hehe”

18. Transcript 18

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 12: 47

Participant: miksalina udzma

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ not so good, saya sadar mbak tidak punya pronunciation bagus karna menyadari logat bahasa inggris susah, harus fasih banget kaya native”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ di spelling nya, susah aja kalo ngeja apalagi di bagian vowel itu”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“native speaker”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ kan dari native kita belajar bahasa mereka mbak, jadi berpengaruh banget buat belajar bahasa inggris terutama di speaking”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung juga kalo ak tau baca nya, paling yaa asal nebak aja”

19. Transcript 19

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 03: 00

Participant: ahmad taqiyyudin

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ not good, pronunciation paling sulit mbak”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling mbak bagian tersulit adalah hafal di huruf vowel, diphthong”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ paling berpengaruh di native speaker atau sama yang di bilang temen temen tadi”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“yang pasti emang mother tongue nya tidak sama, dan akan berpengaruh ketika speaking”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung harus gman baca nya kalo gak dari kamus gak akan tau”

20. Transcript 20

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 03: 00

Participant: risma mahamuda

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	” hehehe gak bagus mbak, karna kurang belajar di phonology jadi kurang pengetahuan”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation,rythem spelling</i>)? Why?”
4	B	“ spelling dan intonation, di spelling itu harus hafal di bagian baca nya vowel, consonant dll, intonation kan ngatur tinggi renda nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ mother tongue sih yang pasti karna”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ kan berhubungan langsung dengan cara berbicara kita”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung kecuali kalo udah buka kamus, jadi tau”

21. Transcript 21

Place : Nyamuk park

Date : 04 Feb, 2020

Time : 03: 10

Participant: ana himmatul

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak juga bagus, karna gak tau bacanya gmna”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling sih sama kaya temen temen alasan nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ umur juga berpengaruh”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“saya belajar bahasa inggris sejak SD, tapi belajar pronunciation itu baru pas di kampus karena di SD-SMP dulu belajar nya Cuma vocabulary, tenses kaya gitu, kadang guru nya saja salah pronunciation dan akhirnya murid nya juga salah. Jadi pronunciation pas di SD-SMP gak begitu fokus, fokus nya pas masuk jurusan bahasa inggris ini”.
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung kalo emang gak tau, nanti bikin mispronunciation”

22. Transcript 22

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 00

Participant: alisa salsabila

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ gak bagus, karna kurang praktek tiap hari nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling lalu accent sih, soal nya kedua nya saling berkaitan kan, kalo spelling jelas di huruf huruf nya dan berkaitan dengan accent amerika atau gunain yang british”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ the age factor”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“saya belajar bahasa inggris sejak SMP-SMA, terus kalo memahami peronunciation nya pas masuk universitas sama ambil kursus di pare jadi baru tau pronunciation yang benar”.
9	A	““Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung, kalo gak tau dan gak perna ketemu vocab nya”

23. Transcript 23

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 08

Participant: naufal azizul

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ lumayan, kalo sering ketemu dengan vocab yang familiar pasti bisa good pronunciation”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling sama accent juga karna spelling itu kan wajib afal bacanya dan accent harys faham perbedaanya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ belajar bahasa itu yang berpengaruh umur mulai belajarnya”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“kalau belajar pronunciation baru kali ini, tapi belajar bahasa inggris sudah sejak SD-SMP-SMA”.
9	A	““Do you feel confuse when you find a new vocabulary?why? “
10	B	“ gak juga sih kan bisa buka aplikasi”

24. Transcript 24

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 13

Participant: wardah nabila

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ gak bagus, soal nya masih belajar, dan improve my pronunciation”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling, harus faham huruf consonant vowel nya biar bisa baca nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ sama kaya naufal deh umur”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ saya umur 16 tahunan baru tau pronunciatio nya kata kata yang ber vowel dan consonant, dulu zaman sekolah fokus di tances”
9	A	““Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung karna gak tau phonetix nya gmna, spelling nya”

25. Transcript 25

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 18

Participant: annisaichlassul amaliah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ gak bagus, di kelas speaking aja masih kadang bingung dosen ngomongya apa”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation,rythem spelling</i>)? Why?”
4	B	“ Spelling mbak, ya karna kita emang harus bisa afal dan bedain satu per satu”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ kalo yang lain bilang mother tongue saya jawabnya umur mbak soalnya.....”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ soalnya, dulu SD gak perna guru melatih pronunciation fokus nya di buku modul bahasa inggris aja, pass di perhatiin yaa pas di kampus”
9	A	““Do you feel confuse when you find a new vocabulary?why? “
10	B	“ Bingung pasti, karna gak tau baca nya, niru niru aja beda”

26. Transcript 26

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 25

Participant: liya amiroton niswa

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ jelek, karna gak faham di bagian pronunciation harus di baca Z atau S atau yang lain nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling yang berhubungan dengan sound nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	” The age factor”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ saya perna baca buku kalo waktu yang baik emang saat kecil belajar bunyi bunyi gitu, dan emang saya juga ngalaminya”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ iya bingung, gak tau bacanya”

27. Transcript 27

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 38

Participant: anisa tsamrotul

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ gak begitu bagus, tapi mencoba untuk mempraktekan nya meski kadang sulit baca nya dan gak tau”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling terus, lingking sound karna spelling kan mengenai di huruf huruf kalo lingking sound yaa vocab nya digabungkan”
5	A	“What are the factors can affect pronunciation problem? “
6	B	” sama mbak, umur juga”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	” karna emang semakin tua umur nya semakin susah buat belajar bahasa esepcially pronunciation jadi waktu produktif buat belajar bahasa emang waktu umur 7 tahunan, kaya anak artis artis gitu kan bisa menguasai bahasa inggris ya karna itu umur nya”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung tapi sekarang banyak aplikasi sih tinggal gmna kita mengaplikasikan nya aja”

28. Transcript 28

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 45

Participant: risa ainur rohmah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak begitu bagus, karna pronunciation emang bagian yang sulit mbak”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“tetap yang pertama itu spelling, karna di phonology dulu dia ajrin cara bacanya dan itu susah susah lupa kalo mau di terapin”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ exposure kalo menurutku”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“semester kemarin saya ambil kursus di Pare, disana belajar speaking tiap hari dan lama lama pronunciation juga ikut bener, yang awalnya gak bisa bacanya karna sering latihan di area speaking pare jadi tau pronunciationnya”.
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung karna gak tau dan gak perna ketemu kata kata yang belum perna di baca”

29. Transcript 29

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 53

Participant: alifa maulidya

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“not so bad, because I try to improve my pronunciation with watching a youtube”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ I think that the most one is difficult spelling because harus benar benar faham dan hafal di bagian spelling baca an nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“Target language exposure”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“kalau untuk belajar bahasa inggris sudah sejak kelas 4 SD sampai sekarang tapi untuk mendalaminya saya baru mulai di perkuliahan ini dan untuk pronunciation belum perna di SD, ini pertama kali”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung nya krna ketemu vocabulary yang baru mbak kan jadi nebak nebak baca nya”

30. Transcript 30

Place : Nyamuk park

Date : 05 feb, 2020

Time : 10: 59

Participant: ahmad irsyad

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ jelek mbak aku gak bisa”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling sama intonation karna paling susah emang spelling sih kaya pendapat teman teman”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“language exposure”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	““selama saya di SMP-SMA guru saya hanya mengajarkan translate kata bukan pronunciation nya. Jadi fokus nya ya di translate saja”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung pasti karna gak familiar dengan kata kata baru”

31. Transcript 31

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 06

Participant: wayan sari nur

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“gak bagus kalo aku, di kelas speaking aja masih salah salah pronunciation nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling karna aku gak bisa beda in sound sound di diphtong mbak”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“sama kaya irsyad language exposure”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“saya bisa fokus belajar pronunciation sejak saya ikut belajar di lembaga kursus, jadi kalo saya salah pronunciation tutor nya akan langsung membenarkan, kadang juga ada bule nya jadi bisa langsung belajar pronunciation”.
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung kan kalo nebak kadang bener kadang salah dan bikin misunderstanding atau error pronunciation”

32. Transcript 32

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 11

Participant: anisatul uyun

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ masih suka salah salah mbak kalo pengucapan nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rhythem spelling</i>)? Why?”
4	B	“spelling dan lingking sound itu paling sulit, spelling kan berarti masalah di bagian detail nya vocab nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ kayaknya language exposure deh”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ lingkungan tidak mendukung untuk speaking, dikelas juga kadang tidan pakai bahasa inggris, jadi gak kebiasaan juga”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung karna yang diucapkan nya bikin error pronunciation hehe”

33. Transcript 33

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 18

Participant: nuqiluthfiyatudz dzakiyah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ jelek mbak kadang masih bikin error pronunciation di kelas speaking”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling lalu accent nya, karna sampai sekarang saya gak tau huruf vowel di bahasa inggris ada berapa dan gimana bedai nya sedangkan di accent nya sulit di british”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“kurang nya motivation”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“saya itu tidak punya pronunciation yang bagus, tapi saya ingin improve pronunciation saya agar lebih baik lagi kalau English speaking, terutama kalo pronunciation salah harus ada yang benerin jadi tahu kesalahan nya”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“bingung karna yang diucapin nya bikin sulit dimengerti orang kadang bener juga sih kalo udah biasa denger”

34. Transcript 34

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 20

Participant: zulgotun amalina

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“ not good, suka salah salah kalo baca bikin orang gak faham”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling sih, yaa itu gak faham baca nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“motivation itu penting”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	““Yaah, emang pronunciation itu paling sulit, kadang kita meniru pronunciation si A tapi itu belum tentu benar, karna bisa aja pronunciation si A itu juga gak bagus. Jadi perlu alat pronunciation untuk mengoreksinya”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ bingung kalo apa yang diucapin gak faham atau salah pronunciation”

35. Transcript 35

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 30

Participant: fathin hanifah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“hehehe, gak bagus mbak masih salah salah kok kalo speaking perlu banyak belajar”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“spelling yaa soalnya suka lupa lupa baca nya”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“motivation mbak”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“menurut saya, motivation itu penting agar kita menjadi giat untuk belajar pronunciation, karna belajar pronunciation itu membutuhkan waktu yang lama kan jadi sering sering memotivasi diri sendiri”.
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ sama mbak bingung juga, kan gak tau”

36. Transcript 36

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 30

Participant: saiful zakariyah

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“masih tahap belajar mbak jadi yaa gitu pronunciation nya”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling, kata guru ku yang paling sulit di pronunciation emang spelling”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ kurang motivasi juga”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ kan emang kita butuh sebuah motivasi buat belajar, jadi kadang orang punya sebuah problem tapi kalo ada dorongan motivasi pasti berpengaruh”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ kadang bingung kadang gak kalo tau pronounce nya”

37. Transcript 37

Place : Nyamuk park

Date : 05 feb, 2020

Time : 11: 30

Participant: mesi ratnasari

Turn	Speaker	Expression
1	A	“Do you have a good English pronunciation? Why?”
2	B	“masih tahap belajar juga mbak jadi yaa gitu pronunciation nya ada yang salah salah”
3	A	“what part of pronunciation is the most difficult one (<i>lingking sound, accent, intonation, rythem spelling</i>)? Why?”
4	B	“ spelling juga sih alasanya sama kaya temen tmen, dan yang kedua itu intonation sulit gak tau intonation yang rendah tinggi”
5	A	“What are the factors can affect pronunciation problem? “
6	B	“ gak ada motivasi atau hanya fokus untuk pronunciation yang bagus”
7	A	“Can you give a reason, why the factor can affect your pronunciation?”
8	B	“ karna terlalu ingin seperti native tapi gak ada niatan untuk belajar pronunciation”
9	A	“Do you feel confuse when you find a new vocabulary?why? “
10	B	“ yaa bener bingung, saya ngalaminya kalo dosen speaking tapi saya yang misunderstanding mungkin gak tau pronounce nya”

APPENDIXES 5

Documentation



Picture 1.1 The student did Recording test in nyamuk park



Picture 1.2 Interview by PBI 4C



Picture 1. 3 speaking class by Mr. Agus prayogo



Picture 1.4 English Department students by PBI-4C

CURICULUM VITAE

Name : Ninin Jariyah
Place & Date of Birth : Lamongan, 26 Juli 1998
Student's Number : 1603046012
Department : English Education
Religion : Islam
Father's name : Muhlis
Mother's name : Alm. Kasmona
Address : Dusun, Ngesong RT/RW 01/08,
Sedayulawas, Kecamatan Brondong
Kabupaten Lamongan, Jawa Timur.
Email/ Phone : Nininjariyah@gmail.com/ 085784183574
Facebook : Ninin Jariyah

Educational Background:

1. TK : TK Mambaul Ma'arif
2. MI : MI Mambaul Ma'arif
3. SMP/Mts : MTS AL-Ma'arif
4. SMA/ MA : MA Maslakul Huda

Organization Background

1. Walisongo English Club
2. Teaching Volunteer
3. Polyglot chapter Semarang

Semarang, 10 Maret, 2020

The writer

Ninin Jariyah
1603046012