

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL
SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO**



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STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

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**AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL
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Presented as a Partial Fulfilment of the Requirements For the Degree of Sarjana
Pendidikan (S.Pd) In English Education Study Program

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APPROVAL PAGE


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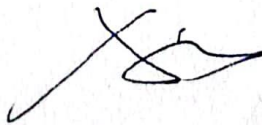
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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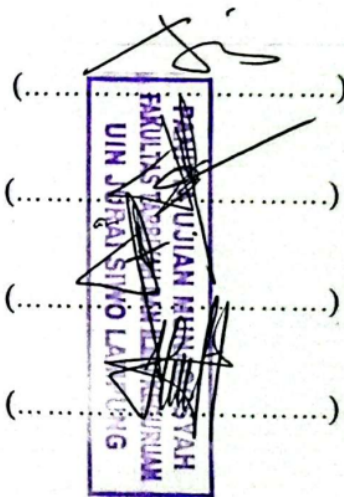
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**AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL
SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO**

ABSTRACT

By:

MUHAMAD FAISAL AL GHIFARI

This research entitled “*An Analysis of Pronunciation Errors in Speaking Skill Spoken by the TenMth Graders of SMA Negeri 2 Metro*” aims to identify the types of pronunciation errors made by students and to analyze the factors influencing those errors. The background of this study arises from the common difficulties faced by Indonesian students in pronouncing English words accurately due to differences between the sound systems of English and Bahasa Indonesia. Pronunciation is an essential aspect of speaking skill that affects intelligibility, fluency, and communication effectiveness.

This study used a qualitative descriptive method. The data were collected through observation, documentation, and interviews with 15 students and one English teacher. The students’ pronunciation was analyzed using the Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen, which includes omission, addition, substitution, and ordering errors.

The findings showed that there were three types of pronunciation errors made by students, namely substitution, omission, and addition. The most dominant error was substitution (78.26%), followed by omission (19.13%) and addition (2.61%), while ordering errors were not found. The factors influencing these pronunciation errors were identified as motivation, personality, attitude, and aptitude.

Motivation and personality appeared as the most significant factors affecting students' pronunciation performance.

The study concludes that pronunciation errors mostly occur because of first language interference, limited phonetic awareness, and insufficient exposure to native English pronunciation. It is suggested that teachers provide intensive pronunciation practice, employ phonetic transcription (IPA), and use multimedia learning materials to help students improve their pronunciation accuracy and confidence in speaking English.

Keywords: *Pronunciation Errors, Qualitative Research, Speaking Skill.*

**ANALISIS KESALAHAN PENGUCAPAN DALAM KETERAMPILAN
BERBICARA PADA SISWA KELAS SEPULUH SMA NEGERI 2 METRO**

ABSTRAK

Oleh:

MUHAMAD FAISAL AL GHIFARI

Penelitian yang berjudul “*Analisis Kesalahan Pengucapan dalam Keterampilan Berbicara pada Siswa Kelas Sepuluh SMA Negeri 2 Metro*” ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan pengucapan (pronunciation errors) yang dilakukan oleh siswa kelas X serta menganalisis faktor-faktor yang memengaruhinya. Latar belakang penelitian ini berangkat dari kesulitan umum yang dihadapi siswa Indonesia dalam melafalkan kata-kata berbahasa Inggris secara akurat akibat perbedaan sistem bunyi antara bahasa Inggris dan Bahasa Indonesia. Pengucapan merupakan aspek penting dalam keterampilan berbicara (speaking skill) yang memengaruhi kefasihan, kejelasan makna, dan efektivitas komunikasi.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi, dokumentasi, dan wawancara dengan 15 siswa dan satu guru bahasa Inggris. Analisis kesalahan pengucapan dilakukan dengan menggunakan teori Surface Strategy Taxonomy yang dikemukakan oleh Dulay, Burt, dan Krashen, yang mencakup empat jenis kesalahan, yaitu omission, addition, substitution, dan ordering.

Hasil penelitian menunjukkan bahwa terdapat tiga jenis kesalahan pengucapan yang ditemukan pada siswa, yaitu substitution (penggantian bunyi),

omission (penghilangan bunyi), dan addition (penambahan bunyi). Kesalahan yang paling dominan adalah substitution sebesar 78,26%, diikuti oleh omission sebesar 19,13%, dan addition sebesar 2,61%, sedangkan kesalahan ordering tidak ditemukan. Faktor-faktor yang memengaruhi kesalahan pengucapan siswa meliputi motivasi, kepribadian, sikap, dan bakat bahasa (aptitude). Dari keempat faktor tersebut, motivasi dan kepribadian menjadi faktor yang paling dominan.

Penelitian ini menyimpulkan bahwa kesalahan pengucapan terutama disebabkan oleh interferensi bahasa pertama (Bahasa Indonesia), kurangnya kesadaran fonetik, serta minimnya paparan terhadap pelafalan penutur asli bahasa Inggris. Oleh karena itu, disarankan agar guru memberikan pelatihan fonetik secara intensif, menggunakan simbol fonetik (IPA), serta memanfaatkan media audio-visual untuk membantu siswa meningkatkan ketepatan dan kepercayaan diri dalam berbicara bahasa Inggris.

Kata Kunci: Kesalahan Pengucapan, Keterampilan Berbicara, Penelitian Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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The Researcher



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Metro, 27 Oktober 2025

Yang menyatakan,



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MOTTO

﴿فَسْتَذْكُرُونَ مَا أَقُولُ لَكُمْ وَأَفِوضُ أَمْرِي إِلَى اللَّهِ إِنَّ اللَّهَ بَصِيرٌ بِالْعِبَادِ﴾

"Maka kelak kamu akan ingat kepada apa yang kukatakan kepadamu. Dan aku menyerahkan urusanku kepada Allah. Sungguh, Allah Maha Melihat akan hamba-hamba-Nya."

(QS. Ghafir 40: Ayat 44)

"Everything has been arranged by Allah, so don't be afraid to fail. Allah is more than capable of making everything easier in an instant."

When you repeat your prayers asking for something, in truth, you are knocking on the door of heaven over and over again. Keep knocking, to make sure your prayer remains there when Allah finally opens that door.

"There's always a price in every process. Just embrace the exhaustion. Widen your patience even more. Everything you invest to become the person you dream of may not always go smoothly. But those waves of struggle they'll be the stories you'll tell someday."

— *Boy Chandra*

DEDICATION PAGE

This undergraduate thesis is lovingly and sincerely dedicated to:

My beloved parents, Mr. Rahmad and Mrs. Nuning.

Your endless love, prayers, and unwavering support have been the greatest strength throughout my life. Every step I take and every achievement I reach are possible because of your sacrifices, guidance, and constant encouragement. I am truly grateful for the values you have taught me patience, perseverance, and sincerity which have shaped me into who I am today.

My beloved siblings:

Muhamad Faid Al Khozi,

Firyal Aisyah Kartini,

and Muhamad Fata Al Ghazali.

Thank you for the joy, laughter, warmth, and motivation you always bring into my life. As the eldest, I am blessed to have you all as my companions in this journey. Your support and belief in me have inspired me to keep moving forward and to do my best in everything I pursue. I dedicate this work to you with love and pride.

My beloved alma mater, UIN Jurai Siwo Lampung.

This institution has been more than just a place of study; it has been a home where I have grown academically, personally, and spiritually. Throughout my years here, I gained meaningful knowledge, valuable experiences, and lifelong memories. UIN Jurai Siwo Lampung has shaped my character, strengthened my aspirations, and prepared me for the path ahead.

May this thesis become a small reflection of the journey, struggles, and dedication that brought me to this moment.

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In completing this thesis, the researcher realizes that it would not have been possible without the support, assistance, and guidance of many parties. Therefore, the researcher would like to express sincere gratitude to:

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2. Dr. Siti Annisah, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, for his guidance and facilitation.
3. Dr. Much Deiniatur, M.Pd.B.I., the Head of the English Education Study Program of the Faculty of Tarbiyah and Teacher Training, for his valuable assistance.
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The researcher is fully aware that this thesis is far from perfect. Thus, constructive suggestions and criticisms are sincerely welcomed for the improvement of this work. Hopefully, this thesis may bring benefits not only for the researcher but also for the institution and the readers in general.

Metro, October 27th, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'M. F. Al Ghifari', written in a cursive style.

Muhammad Faisal Al Ghifari
Student Number 2001051024

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used by people all over the world. English is important because it serves as a medium for sharing information, trade, marketing, education, and many other fields. In Indonesia, English is a foreign language that is essential for students to learn. It is one of the compulsory subjects that must be studied until today. English plays a significant role in schools as a subject that provides students with access to more knowledge.¹

In learning English, pronunciation is one of the essential skills that English learners must master. It is known that the primary goal of language is communication, so the use of language for communication, which involves pronunciation, should be a key focus in all language teaching classes.²

Pronunciation is a crucial aspect for individuals in society, as it is used in the speaking process. Pronunciation refers to the way sounds are produced in various words, as it serves as a bridge between speakers in everyday English communication.³ However, pronunciation is one of the most challenging aspects for learners to master in order to produce proper pronunciation.

¹ Crystal, D. (Cambridge University Press, 2003). *English as a global language* (2nd ed.).

² Himmayati, I. M., & Triyoko, H., "Teaching Phonetics and Pronunciation in ELT; How Important and Which One to be Taught?" *Journal of Teaching Practice*, 2024, 9(4), 129-138.

³ Fraser, H. "Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language." *Department of Education, Training and Youth Affairs (DETYA)*, 2000, Canberra, Australia.

Moreover, pronunciation is essential in communication for understanding spoken language. Researchers argue that with proper pronunciation, people can easily comprehend conversations, making communication with others more effective. Without accurate pronunciation, individuals may struggle to understand what is spoken and heard, as English pronunciation differs significantly from Indonesian. In English, one must fully grasp the pronunciation of words being spoken.⁴

Additionally, learning pronunciation enables speakers to acquire English more effectively, allowing them to articulate words clearly and fluently. Therefore, learners should study English pronunciation to enhance their conversational skills in English.

However, English pronunciation is not easy, as there are numerous errors in the pronunciation process. The main issue is that many people overlook the importance of pronunciation. A common problem that frequently arises is the difference in sound systems between English and Indonesian. In English, pronunciation and word structure differ, which leads to different meanings. As a result, understanding pronunciation becomes quite challenging. Sometimes, what we say does not match what we hear, and similarly, what we pronounce does not correspond to its meaning or written form.

Regarding the pronunciation problem above, researchers conducted a pre-survey on January 15th, 2025. Researcher did the interview with an English teacher of SMA Negeri 2 Metro. The results are expected to reveal that

⁴ Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (Cambridge University Press, 2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.).

students make errors in pronouncing English words. In general, they are able to pronounce familiar English words, which are considered easier. However, despite the simplicity of these words, pronunciation errors still occur frequently. For example, the word breakfast (/ˈbræk.fəst/) was mispronounced as /ˈbræk.fast/, where the sound /ə/ in the second syllable was replaced with a clear vowel /a/. This substitution indicates that students have difficulty recognizing and articulating weak vowel sounds. Similarly, in the word biscuit (/ˈbɪs.kɪt/), the vowel /ɪ/ in the second syllable was replaced with the consonant /w/, resulting in the incorrect pronunciation /ˈbɪs.kwɪt/. This shows that students tend to replace certain vowel sounds with consonants when they are unsure of the correct pronunciation. The word island (/ˈaɪ.lənd/) was pronounced as /ˈaɪ.slənd/, where the silent letter "s" was incorrectly pronounced. Similarly, the word knife (/naɪf/) was pronounced as /knɪf/, with the silent "k" unnecessarily articulated at the beginning of the word. The errors students made in pronouncing these words suggest that their level of accuracy in English pronunciation is still low.

Based on the phenomena above, the researcher affirms that many students still make pronunciation errors when reading aloud English words. These errors commonly fall into categories such as substitution, omission, and addition. In pronunciation studies, errors differ from mistakes. An error is a systematic and repeated deviation that occurs due to lack of phonological knowledge and cannot be self-corrected by the learner, while a mistake is a temporary slip that can be corrected when noticed. For example,

mispronouncing knife as /knɪf/ or island as /'aɪ.slənd/ repeatedly reflects an error, while saying /tri:/ for three once and correcting it afterward is a mistake. In this study, the focus is on pronunciation errors, as they indicate deeper issues in learners' competence. Therefore, the researcher is interested to conduct the research entitled "AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO."

B. Research Questions

To achieve the research objectives, the researcher sets research question, are as follows :

1. What are the pronunciation errors faced by the students at the tenth grade of SMA Negeri 2 Metro?
2. What are the solutions to the pronunciation errors faced by students at the tenth grade of SMA Negeri 2 Metro?

C. Objective and Benefits of the Study

1. Objective of the Study

Based on the research question, the researcher determines the research objectives, including:

- a. To analyze the pronunciation errors faced by the students at the tenth grade of SMA Negeri 2 Metro.
- b. To analyze the solutions to the pronunciation errors faced by the students at the tenth grade of SMA Negeri 2 Metro.

2. Benefits of the Study

This research is expected to provide benefits, not only for researcher but for students as well as teachers and other researcher.

a. For the Students

This research is expected to provide benefits to students by providing information about errors in student pronunciation, students understand what types of errors in pronunciation are, and to find out the causes of pronunciation errors, besides providing information related to how to solve students' pronunciation errors.

b. For the Teacher

Through this research, the teacher gets information about errors in pronunciation and the types of errors in pronunciation in students. In addition, the teacher can also find out what causes students' pronunciation errors. By knowing this, the teacher can help students to find a solution for how students' do not make mistakes in pronunciation.

c. For the Other Reseacher

This research is expected to provide benefits for other researcher by not only providing information about the theory of pronunciation errors but also types of pronunciation errors, causes and solutions for conducting research related to the topic. This means that through this research other researcher gets detailed information related to the theory of pronunciation errors.

D. Prior Research

The first prior research was conducted by Novalina and Viber Yun with the research title an analysis of pronunciation errors made by the fourth semester students of English education study program at UNIKA.⁵ The research method used is a qualitative method. With the aim of the research, namely to find out the pronunciation errors made by the fourth semester students of the English Education Study Program at UNIKA in terms of consonants, vowels, and find the reasons for the students pronouncing these words in such a way. Thus the results of this study indicate that the pronunciation error of consonants is 32%, vowel pronunciation is 31% and diphthong pronunciation is 32%. Students pronounce mistakes in such a way because they are unfamiliar with words, lack of practice. English words and pronunciation subject understanding. This research has similarities and differences with this research. The similarity lies in the topic and research method. This is because the research topic of the two written is pronunciation errors and using qualitative research methods. So the difference between the two studies lies in the research objectives. This is because the aim is to find out the pronunciation errors made by the fourth semester students of the UNIKA English Education Study Program in terms of consonants, vowels, and to find out why students pronounce these words in such a way. Meanwhile, in this study, it focused on the type pronunciation errors in

⁵ Novalina Sembiring and Fiber Yun, "An Analysis of Pronunciation Error Made by The Fourth Semester Students of English Education Study Program at Unika", FKIP- UHN No.3/Maret 2016.

students', the causes of pronunciation errors in students' and how to solve students' pronunciation errors.

The second prior research was conducted by Agnes Maria Diana Rafael with the research title analysis on pronunciation errors made by first semester students of English Department STKIP CBN.⁶ The research method used is a qualitative method. The purpose of this research is to find out the pronunciation errors made by the first semester students of the Department of English Education at STKIP CBN. Thus the results of this study are nine types of pronunciation errors made by the subject. The first error is that the subject replaces the vowels /æ/ and the six consonants /kj/, /tʃ/, /ʃ/, /dʒ/ and /ʒ/ with Indonesian sounds. The second error is the subject changing some English vowels into Indonesian vowels. The third error is the case of cognate words. The fourth is language disorders. The fifth is to pronounce the silent consonant /h/. The sixth mistake is Deleting or omitting some consonants that appear at the end of some English words. The seventh error is that the subject is pronounced the silent consonant /t/ in the word "often". The eighth error is that the subject adds a consonant /r/ to a word whose word does not require a consonant /r/. The last error is that some subjects seem to generalize the pronunciation of past tense morphemes that end with the bound morpheme /ed/. There are three causes of pronunciation errors that students make in speaking English, namely the first is interference error, the second is intralanguage error and the last is developmental error. This study has

⁶ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made by First Semester Students of English Department STKIP CB", Jurnal Ilmiah, Vol.x No.x/April,2018.

similarities and differences with this study. The similarity lies in the topic and research method. This is because the research topic of the two written is pronunciation errors and uses qualitative research methods. So the difference between the two studies lies in the purpose of the research. This is because the aim is to find out the pronunciation errors made by first semester student of the Department of English Education at STKIP CBN. Meanwhile, in this study, it focused on the types of pronunciation errors in students, the causes of pronunciation errors in students and how to overcome students' pronunciation errors.

The third prior research was conducted by Nofpian Andesta Irianto with the research title an analysis of pronunciation errors of English consonants: /θ/ and /ð/ by the students of the English education study program of The University of Bengkulu.⁷ The research method used is qualitative and quantitative methods. Thus the results of this study are the results of this study show that most of the English students mispronounce the English consonants /θ/ and /ð/. It shows that students are not good at pronouncing English consonants /θ/ and /ð/ if they are in the middle or in the end of the words.

Based on the findings, the study concluded that errors were caused by: several reasons such as the sounds /θ/ and /ð/ which are not in Indonesian, the effect of sound similarity with Indonesian consonants /t/ and /d/, as well as carelessness.

⁷ Nofpian Andesta Irianto, "An Analysis of Pronunciation Errors of English Consonants: /θ/ and /ð/ by the Students of Tthe English Education Study Program of the University of Bengkulu", Journal of English Education and Teaching (JEET) Vol.2.No.3.2018.

This study has similarities and differences with this study. Similarities lie in the research topic. This is because the research topic of the two written is pronunciation errors. So the difference between the two studies lies in the methods and objectives of the research. This is because the research methods are qualitative and quantitative while this research only focuses on qualitative research methods, while the aim is to find out and analyze how English students at Bengkulu University, English Education Study Program class A and B for the 2015/2016 academic year are spoken in English consonants /θ/ and /ð/. While in this study, the focus is on the types of pronunciation errors in students, the causes of pronunciation errors in students and how to overcome students' pronunciation errors.

Based on the prior research above, the novelty of this study lies in its comprehensive approach to analyzing pronunciation errors among tenth-grade students at SMA Negeri 2 Metro. While previous studies primarily focused on identifying specific pronunciation errors and their causes, this research goes further by categorizing different types of pronunciation errors, analyzing their underlying factors in more depth, and proposing practical solutions to overcome them. Unlike earlier studies that concentrated on university students, this study provides new insights into pronunciation difficulties at the high school level, where research on this issue is still limited. Additionally, this research not only identifies pronunciation errors but also offers targeted strategies such as phonetic training, exposure to native pronunciation models, and pronunciation exercises to help students improve their spoken English. By

addressing these aspects, this study contributes to a more well-rounded understanding of pronunciation challenges and solutions in English language learning.

CHAPTER II

LITERATURE OF REVIEW

A. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is a highly important and widely recognized aspect of communication. It serves as a fundamental element in every spoken language, as thoughts must be expressed in the form of sound to be heard and understood by others as a communicable message. Pronunciation is not merely about speaking; it also functions as a means of communication that allows meaning to be conveyed clearly and comprehensibly.¹ In other words, pronunciation is the primary tool in spoken communication, encompassing not only sound production but also other essential aspects of communication. Therefore, pronunciation is a crucial foundation in learning a spoken language. Beyond serving as a medium for speaking, pronunciation plays a significant role in understanding and effectively conveying meaning to others.

Pronunciation is one of the key elements in spoken communication. Clarity and accuracy in pronunciation greatly influence the comprehensibility and readability of speech.² Thus, pronunciation contributes to the creation of effective verbal communication. For this reason, every spoken word must be articulated clearly and correctly.

¹ Martha C. Pennington and Pamela Rogerson- Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 1.

² Anna Zarosz, *English Pronunciation in L2 Instruction: The Case of Secondary School Learners* (Cham: Springer, 2019), 9.

Mispronunciation can lead to misinterpretation of the intended meaning. Clarity in pronunciation is essential to ensure that the listener can fully grasp the content of the conversation.

Furthermore, pronunciation not only refers to the positioning of the mouth in producing consonants and vowels but also includes stress patterns, intonation, and overall articulation habits.³ In other words, pronunciation is not merely about verbal expression but also involves the appropriate use of intonation and accurate pronunciation of words to prevent miscommunication.

Pronunciation is not just a central element of communication but also a crucial component of spoken language that facilitates effective interaction and adds value in social, academic, and professional contexts.⁴ Therefore, pronunciation is a fundamental skill that must be mastered to avoid communication difficulties. Proper pronunciation enables individuals to establish positive interactions more easily. This ability plays a vital role in various aspects of life that rely on spoken communication. Without adequate pronunciation skills, individuals may face challenges in communicating and engaging effectively with others.

³ Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), 7.

⁴ Martha C. Pennington and Pamela Rogerson- Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 23.

2. Importance of Pronunciation

- a. Pronunciation has great importance in communication; it is a major aspect of understanding and interpreting spoken language and speakers, intentions.⁵ It can be interpreted in words if pronunciation is the primary means of communication. In order for people to understand what is interpreted in spoken language and understand what the person is talking about.
- b. The importance of pronunciation in language teaching and communication. It aims to situate pronunciation teaching and research within a wider context that includes language learning theory, language assessment, technological developments, and the broader relevance of pronunciation in both education and employment.⁶ It can be said that pronunciation in language learning is very important because it aims to place research in a very broad context of pronunciation and many theories in language learning itself, as well as being able to see technological developments and a wider experience of pronunciation in the field of education. And to assess the language used to read the pronunciation.
- c. Pronunciation is important not only for clarity of message and denotative meaning (the type of meaning conveyed in dictionary definitions of words), but also for subtleties of message meaning and connotation (the type of meaning conveyed by the associations of

⁵ Martha C. Pennington and Pamela Rogerson- revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 6.

⁶ *Ibid.*,

words in their contexts of use) and in conveying a certain impression of the speaker.⁷ It can be said the importance of pronunciation is not only in the clarity of explaining the message and meaning that is conveyed in a large dictionary. But an important role in the meaning of connotations or meanings conveyed in the context of their use and with it has the impression of its own delivery.

- d. Viewed as a communication resource, pronunciation is a key aspect of communicative competence that goes far beyond being understood in the sense of speaking in such a way that the audience is able to recognize the words being spoken (i, e, intelligibility): it incorporates being understood in the broader sense of speaking in such a way that the audience is able to interpret many things about the speaker's nature and orientation.⁸ It can be said that it is important if the correct pronunciation is one of the sources of communication, and is the key to a much better communicative. By having a lot of understanding in speaking, someone easily understands the meaning better and interprets the words more easily has been spoken by the audience.
- e. Another reason for the special role of pronunciation is it as personality marker. Listeners make judgement on the basis of pronunciation skill, a speaker's image, professionalism, and even personality and intelligence are gauged through their pronunciation in particular.⁹ It

⁷ *Ibid.*,

⁸ *Ibid.*,

⁹ Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), 7.

can also be an important role in pronunciation, namely as a sign of personality. With this the listener hears and assesses the pronunciation skills and thus be able to measure specific pronunciation.

3. Aspects of Pronunciation

Pronunciation is an atypical aspect of language learning. It distinguishes learner on the basis of skills other than the academic. First of all, it involves control over many tiny muscles in the speech tract, and is in that respect more practical and physiological than other linguistic skills. It is also different because it is an uncomfortable skill to same. Second language pronunciation often involves imitating both the pronunciation and subtle communicative habits of real or prototypical speakers.¹⁰ Pronunciation is one aspect of language learning. With this, students can distinguish basic and academic levels. This phenomenon involves many muscles in the speech channel. With that it is more practical than language skills. Because there are so many pronunciation imitation.

Pronunciation is the act of using the muscles in your speech tract in such a way that speech sounds come out of it for others to hear and interpret. Before one is ready to improve one's pronunciation, it is useful to learn how one can use one's physique and psyche to words natural and understandable pronunciation. The physiological conditions that determine whether one is successful in acquiring a good pronunciation consist of breathing technique, body language, body posture and movement, facial

¹⁰ *Ibid.*,

expression, eye contact, and for instance hand gestures.¹¹ It can be denied that the act of always using the muscles in speaking so that the sound that comes out can be heard and interpreted by others is often called pronunciation. So that pronunciation usually uses physical for pronunciation. The and that pronunciation produces various kinds, such as body movements, breathing techniques and many more.

Prosody refers mainly to the music and rhythm of one's pronunciation. It includes intonation, loudness, speech tempo, and rhythm. The most well known and largest varieties of English share two basic intonation patterns according to most sources that were consulted, and these two patterns have been used as a model. Tips about tempo and silences are from sources with a more general approach to English pronunciation or pronunciation in general.¹²

If one is ready to start a pronunciation course, then a pronunciation model is needed as a focus consonants and vowels. The consonants and vowels of all kinds of native English have been described in detail in many sources. This course does not explicitly follow a narrow native speaker model from one of these sources.¹³

The speech sounds dealt with in this book are common reasons for miss communication among large groups of learners. Rather than only presenting speech sounds as individual targets for learners to focus on,

¹¹ *Ibid.*,

¹² *Ibid.*, 8.

¹³ *Ibid.*, 9.

each of the sounds this book discusses is compared with one or more other sounds that are articulatory similar.¹⁴

Pronunciation does not focus on the pronunciation of sounds for aesthetic effect or to show off your pronunciation and at the same time pass judgements on your interlocutor's pronunciation. Instead, gouging and adjusting to the interlocutor is treated as part of the skill of pronouncing English clearly and as a determinant of pronunciation quality.

Speakers with different cultural and linguistic backgrounds need to learn to understand each other and get along on equal terms. To that end, interlocutors need to accommodate to each other, which is conducive to natural and equal communication. Each chapter in Part B, C, and D not only introduces a specific issue and enables you to test whether you suffer from the issue at hand.¹⁵ So the pronunciation itself is not too focused on the voice alone, but at the same time gives value to the interlocutor. So each opponent who speaks must equally understand what is being said and give the value that was said by the opponent.

The teacher's role in making learners aware of pronunciation is very important. There isn't any salt on the table. First of all there are the sounds; these are two types, vowels and consonants. Vowel and consonant perform different functions in the syllable. Each syllable has vowel at its center and consonants „surround“ the vowel, preceding it and cutting it off. As we see from the word „any“, it is also possible to have a syllable

¹⁴ *Ibid*, 10.

¹⁵ *Ibid*, 11.

with just a vowel.¹⁶ Its mean tha t the components of pronunciation have two kind vowel and consonant.

The first thing that will be discussed is the sound. There are two types of sounds, namely, vowels and consonants. Of course, in the two types of sound in the vowel n consonants have different functions and pronunciation in the syllables. In the syllable the vowel has in the middle (salt, tab, etc.). Then the consonants have the function of 'surrounding' the vowels, preceding and cutting them off. The aspects of the pronunciation are discussed in detail as follows:¹⁷

a. Combination of Sounds

Sometimes voices appear in groups. What is meant is when students pronounce a sentence or word; the sound will appear from the group of sentences that are pronounced. Two consonants appearing at the end of the word 'salt' are called consonant cluster.

b. Stress Word

What is meant by word stress is when a word in English has more than one syllable ('multi-syllable' word), one of which is the word Make, to stand out from the others. The pronunciation is done a little louder, holding the vowels a little longer, and the pronunciation of the consonants should be a little bit louder. Vowels and Consonants combine to give the syllable prominence or stress. In the words 'table',

¹⁶ Joanne Kenworthy, *Teaching English Pronunciation*, Longman Inc, New York, 1987, p9-11.

¹⁷ Roach, P., *English Phonetics and Phonology: A Practical Course*, 2019 (4th ed.). Cambridge University Press.

and 'not', and the first syllable is stressed.

c. Stress Sentences

When we learn pronunciation, stress sentences often come unnoticed. As far as we have been learned, we can pronounce a lot about the pronunciation of sentences just by looking at it by itself, but for details related to the learning that is being carried out we have to go further in the context of the conversation, for example :

A: There is a lot of sugar.

B: There is no sugar in the jar.

From the two example sentences above, we often decide that we want to prominence one word. An 'A' example may be given less weight because the word has been brushed off, or it may be given more weight because the speaker wants to highlight it. In conversation, the 'B' might put extra emphasis on the meaning of 'jar'. From the two examples above, the speaker wants to show that there is no sugar in a certain place (in the jar). In the explanation of the above aspects it is called *stress sentences*.

d. Rhythm

The pronunciation of English speech that we often say sometimes resembles music that has a rhythm. There are syllable groups; this is like a music bar that contains beats (strong and weak beats) that are in prepositions, articles, and pronouns (words with a grammatical function).

e. Intonation

English speech can be said to be the same as music, because sometimes it requires a change of intonation. Changes in voice intonation can be made by the speaker while speaking. Determining the intonation higher or lower as desired. It can be said that English speech has a melody which is called intonation.

4. Types of Errors in Pronunciation

Pronunciation errors are common among language learners and can significantly impact their ability to communicate effectively. These errors occur due to differences between the learner's native language and English, making certain sounds difficult to produce accurately. Understanding the types of pronunciation errors is essential for both teachers and students to identify specific difficulties and improve pronunciation skills. According to Brown, errors can be classified into several main types that apply to pronunciation:

a. Omission

This error occurs when certain sounds or phonemes are omitted during pronunciation, either because the learner is unaware of them or has difficulty producing them. Example: Omitting the /t/ sound at the end of the word want resulting in wan. Omission often happens with sounds that do not exist in the learner's native language or with sounds perceived as less important in everyday speech.

b. Addition

This error happens when unnecessary sounds are added to a word during pronunciation. It can be influenced by the learner's pronunciation habits or by their native language. Example: Pronouncing *tree* as /təri:/, adding an extra /ə/ sound at the beginning of the word that should not be there. Addition errors often occur when the learner adds sounds that are more familiar or easier to pronounce, even though those sounds are not required for correct pronunciation.

c. Substitution

This error occurs when certain sounds are replaced with others that are more familiar or easier for the learner to articulate. Example: Replacing /θ/ with /t/ in the word *think*, resulting in *tink*. Substitution typically occurs when the learner replaces a sound that is difficult to pronounce with one that is easier or more common in their native language.

d. Ordering

Sounds or parts of a word are pronounced in the wrong order, changing the structure of the word. For example: Pronouncing *ask* as *aks*. Ordering errors are generally influenced by pronunciation patterns in the learner's native language, which differ from the target language.¹⁸

¹⁸ Dulay, Heidi, Marina Burt, and Stephen Krashen. *Language Two*. Oxford University Press, 1982.

5. Factor Influencing Student's Errors in Pronunciation

English pronunciation is unpredictable, and guessing is a terrible strategy. It often leads to errors, which lead to bad habits. For the learners, pronouncing the second language (English) is more difficult than pronouncing their mother tongue because they have different pronunciations. In speaking English the communication between the speaker and the listener has a mutual relationship. It affects each other. It means that so that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation, it can cause misunderstanding in meaning. Some factors influence pronunciation learning, such as:

a. Motivation

Motivation is a major factor influencing pronunciation development in junior high school students. Many students are motivated by the desire to speak like native speakers, triggered by watching English movies, listening to English songs, or interacting with friends who are more proficient in English. This motivation encourages them to practice more and improve their pronunciation. According to Brown, motivation increases students' engagement in learning, which can reduce pronunciation errors. Teachers can utilize this motivation by using interesting materials in line with students' interests so that students practice more and feel more confident when

speaking.¹⁹

b. Aptitude

Aptitude is an internal factor that significantly influences students' pronunciation ability in learning English. Some students have a natural ability to recognize, remember, and reproduce the sounds and rhythms of a new language more easily than others. This ability allows them to acquire correct pronunciation with less effort, often without explicit instruction. For example, students with high language aptitude can imitate native-like pronunciation simply by listening to songs or native speakers. According to Lightbown and Spada, language learning aptitude includes phonetic coding ability, grammatical sensitivity, and memory capacity for new words and sounds all of which are closely related to pronunciation skills.²⁰ Teachers can help all learners by identifying students with strong aptitude and encouraging peer modeling while also supporting those with lower aptitude through targeted pronunciation practice.

c. Attitude

Attitude also plays a crucial role in shaping students' pronunciation development. A positive attitude towards English and its speakers can lead to greater interest and willingness to imitate native pronunciation. Students who admire English-speaking cultures or

¹⁹ Brown, H. Douglas. *Principles of Language Learning and Teaching*. 5th ed., Pearson Education, 2007.

²⁰ Lightbown, P. M., & Spada, N. *How Languages Are Learned* 4th ed. (Oxford University Press 2013), 78.

enjoy using English in real-life contexts tend to make more effort in pronouncing words accurately. Conversely, students with negative attitudes or anxiety about making mistakes may avoid speaking, which limits their pronunciation improvement. According to Brown, attitude influences learners' openness to input and their perseverance in language learning. Teachers can foster positive attitudes by creating a supportive and non judgmental classroom environment where students feel safe practicing pronunciation without fear of ridicule.

d. Personality

Personality significantly affects how students engage in speaking and develop their pronunciation skills. Outgoing or extroverted students tend to be more willing to take risks, speak up in class, and practice English without fear of making mistakes. This frequent practice can accelerate their pronunciation development. On the other hand, introverted students may hesitate to speak, especially in front of others, which limits their opportunities to improve their pronunciation. According to Ellis, personality traits such as risk-taking, self confidence, and willingness to communicate are closely associated with language learning success, particularly in speaking and pronunciation.²¹ To support all personality types, teachers should create a safe space where even shy students feel comfortable participating in pronunciation practice, such as through pair work or

²¹ Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1994), 518.

anonymous recording tasks.

In conclusion, factors such as motivation, language aptitude, attitude, and personality play a crucial role in the development of students' pronunciation skills in learning English. Motivation encourages students to practice more and boosts their confidence in speaking. Language aptitude affects a learner's natural ability to recognize and imitate foreign sounds. A positive attitude toward English helps students become more open to learning and correction. Meanwhile, personality traits such as courage and self-confidence influence how frequently students practice and use the language orally. By understanding these internal factors, teachers can apply more appropriate teaching strategies to help students reduce pronunciation errors.

6. Theoretical Basis for Error Analysis

In the context of second language acquisition, it is essential to distinguish clearly between errors and mistakes, as both have different causes and implications for language learning. Erdogan defines errors as “the use of linguistic items in a way that fluent or native speakers of the language regard as faulty or incomplete learning”.²² Errors might occur due to a learner's lack of knowledge or ability to correct themselves. Brown and Ellis emphasize that an error reflects a lack of knowledge and cannot be self-corrected, while a mistake is a temporary slip that can be

²² V ErdoÄŸan, ‘Contribution of Error Analysis to Foreign Language Teaching’, Mersin Üniversitesi Eđitim Fakóltesi Dergisi, 1.2 (2005), p. 263.

corrected when noticed.

Cambridge Dictionary (British English) defines an error as “a mistake, especially one that causes problems or affects the result of something,” and a mistake as “an action, decision, or judgment that produces an unwanted or unintentional result.”²³ Similarly, Merriam Webster (American English) defines an error as “an unintentional deviation from truth or accuracy,” and a mistake as “a wrong action or statement from poor judgment or carelessness.”²⁴ In this study, the focus is on pronunciation errors systematic mispronunciations such as saying /knɪf/ for knife or /'aɪ.slənd/ for island. These differ from mistakes, which are occasional slips like mispronouncing three as /tri:/ and correcting it immediately.

7. International Phonetic Alphabet (IPA)

IPA is the abbreviation of ‘International Phonetic Alphabet. IPA is a standard phonetic symbol for every alphabet in English language.²⁵ It is usually written using Latin language. The IPA is defined as the standard sound representation for oral language. The first idea of making this IPA was first suggested by Otto Jespersen in a letter to Paul Passy and was developed by Alexander John Ellis, Henry Sweet, Daniel Jones, and Passy (IPA in the Encyclopedia Britannica).²⁶

²³ Cambridge University Press. (2023). Cambridge Dictionary Online.

²⁴ Merriam-Webster. (2023). Merriam-Webster Online Dictionary.

²⁵ International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.

²⁶ *Ibid.*,

The IPA is intended to be a flexible system of notation, which can be used for a wide variety of purposes. By making full use of the available diacritics, it is possible to represent a good deal of detail about pronunciation in an unbiased way (so far as that is humanly possible). This is usually done as a first step in analysing the phonological system of a language, particularly if the language has not been described before.²⁷

A more common use of the IPA has been to provide symbols for phonemic (systematic) representation, allowing the user to define conventions which will apply in the interpretation of various symbols and to take account of variation between individuals or between dialects. This kind of usage is found in the 'Illustrations of the IPA', which are published regularly in the Journal of the International Phonetic Association. For example, in the Illustration the conventions note that while the sound, represented as /r/, is usually an alveolar trill ([r]) in the Oriental dialect, it is usually a uvular approximant in the Non-Oriental dialect. The same symbol, /r/, is used in the example texts for both dialects.

The fact that individual symbols can be re-defined in this way sometimes gives the impression that some practitioners of IPA transcription are not really committed to IPA usage. However, flexibility has been the Alphabet's strength. It has allowed the Association to be a 'broad church' as regards what we might call the 'philosophy of transcription'. It has also made the IPA very useful for practical

²⁷ *Ibid.*,

applications, such as representing pronunciation in dictionaries or languageteaching, where typographical simplicity may be a factor in choosing a system of national.²⁸

8. Phonetic Symbol and their Value

The following is a list of phonetic symbols of English speech sounds together with the key-words to show their values. The use of symbols is a matter of general practice and sometimes of arbitrariness: the following symbols are mainly adopted from the International Phonetic Alphabet, which are widely used in the world but adjusted here for ease of typing.

The phonetic symbols between the slanting lines on the left symbolize the speech sounds represented by the Italicized letters) of the key words, which are spelled in orthography.²⁹

a. Vowel Sound

Vowel is also different from a consonant in terms of its way of production. Vowel way be defined as a voiced sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any ibl audible friction.

Some basic characteristics of a vowel sound can be deduced from the definition above such as 'oral', 'voiced', and 'central'. Any sound that meets these three requirements is a vowel sound, and con- versely, any sound which lacks at least one of these basic features is not a vowel,

²⁸ Ladefoged, P., & Johnson, K., *A Course in Phonetics*, 2014 (7th ed.). Cengage Learning.

²⁹ Pullum, G. K., & Ladusaw, W. A. *Phonetic Symbol Guide*, 1996 (2nd ed.). University of Chicago Press.

but a consonant. Vowel sound is oral because in the production of it the air goes out through the mouth, and not through the nose.³⁰

Vowel is sound in which there is no obstruction to the flow of air as it passes from the larynx to the lips.³¹

We have already said that vowels are classified using dimensions different from those used to classify consonants. This is because of the difficulties involved in identifying a vowel's place of articulation. For example, in the English word sad, it is easy to feel that the [s] and the [d] involve contact between the tongue and the alveolar ridge, but the vowel in between is not so readily placeable.

Vowels are the most intense of speech sounds. Accordingly, it might be expected that phase-locking should be important for conveying information about the spectral structure of vowels. Experimental studies have confirmed this expectation.

1) Short Vowels

Short vowel is a simple (non-complex) vocalic segment occurring within the nucleus of a syllable.³²

³⁰ International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge University Press.

³¹ Peter. Roach, (English Phonetics and Phonology A Partical Course), Mexico City: Cambridge University Press, 2000.

³² Chris. McCully, (*The Sound Structure of English: An Introduction*), Cambridge University Press: New York.Hlm 201.

Table 1
Short Vowels

IPA Symbol	Word Examples
e	Went, intend, send, letter
æ	Cat, hand, nap, flat, have
ʌ	Fun, love, money, one, London, come
ʊ	Put, look, should, cook, book
ɒ	Rob, top, watch, squat, sausage
ə	Alive, again, mother

2) Long Vowels

Long vowels are vowels associated with two X-slots within the syllabic nucleus.³³

Table 2
Long Vowels

IPA Symbol	Word Examples
i:	Need, beat, team
ɜ:	Nurse, heard, third, turn
ɔ:	Talk, law, bored, yawn, jaw
u:	Few, boot, lose, gloomy, fruit, chew
ɑ:	Fast, car, hard, bath

3) Diphthong Vowels

Diphthong vowel is a vowel phoneme whose quality changes during the pronunciation of the vowel.³⁴

Table 3
Diphthong Vowels

IPA Symbol	Word Examples
ɪə	Near, ear, clear, tear, beer, fear
eə	Hair, there, care, stairs, pear
eɪ	Face, space, rain, case, eight
ɔɪ	Joy, employ, toy, coil, oyster
aɪ	My, sight, pride, kind, flight
əʊ	No, don't, stones, alone, hole
aʊ	Mouth, house, brown, cow, out

³³ *Ibid*, 202.

³⁴ *Ibid*, 203.

b. Consonant Sounds

Consonant is a phoneme whose articulation ‘involves some audible obstruction in the oral cavity.’³⁵ When pronouncing a consonant sound, it is usually possible feel, and sometimes also to see, that two (or, in some cases, more) parts of the mouth are touching or in any case are very close to one another. These are the articulators for the consonant. The target position which they assume is called the articulation. For example, for the /p/ of English the articulators are the two lips and they come together to form an articulation involving complete closure. No air can escape through the mouth until the lips are opened again, in other words until the closure is released.

The vocal folds are not vibrating. These observations give us the basis for a three-dimensional classification of p. The first dimension is voicing, which distinguishes between voiced sounds (produced with vocal fold vibration) and voiceless sounds (produced without vocal fold vibration). English /p/ is voiceless because the vocal folds are not vibrating. The second dimension is place of articulation, i.e. where in the mouth and by means of which articulators is it produced. In this case, the articulators are the lips. For consonants, the tongue, as it were, puts into port some where on the coastline of the mouth space, defined by the roof of the mouth.

³⁵ *Ibid*, 203.

1) Consonants Sounds: Fricatives

The rasping sound associated with fricative consonants is due to turbulent air flow, which occurs when the airstream emerges from the narrow constriction formed by the articulators. Accordingly, fricative consonants are defined acoustically by constriction intervals which are filled with noise rather than with silence.³⁶

Table 4
Consonants Fricatives

IPA Symbol	Word Examples
f	Full, Friday, fish, knife
v	Vest, village, view, cave
θ	Thought, think, Bath
ð	There, those, brothers, others
z	Zoo, crazy, lazy, zigzag, nose
ʃ	Shirt, rush, shop, cash
ʒ	Television, delusion, casual
h	High, help, hello

2) Consonants Sounds: Plosives

Table 5
Consonants Plosives

IPA Symbol	Word Examples
p	Pin, cap, purpose, pause
b	Bag, bubble, build, robe
t	Time, train, tow, late
d	Door, day, drive, down, feed
k	Cash, quick, cricket, sock
g	Girl, green, grass, flag

³⁶ Roach, P., *English Phonetics and Phonology: A Practical Course*, 2009 (4th ed.). Cambridge University Press.

3) Consonants Sounds: Affricates

In purely phonetic terms, an affricate is a sequence of stop followed by fricative at the same place of articulation. As would be expected, the constriction interval for a voiceless affricate consists of two parts: silence followed by friction. The release burst of the stop provides a boundary between the two.

Table 6
Consonants Affricates

IPA Symbol	Word Examples
tʃ	Choose, cheese, church, watch
dʒ	Joy, juggle, juice, stage

4) Consonants Sounds: Nasals

From an articulatory point of view, nasals are very similar to voiced stop consonants. The only difference is the lowered position of the soft palate. Accordingly, a nasal consonant will show stop-like formant transitions on either side of the constriction interval. The beginning of the constriction interval is typically marked by an abrupt reduction in amplitude and a sudden shift in the formant pattern. At the end of the constriction interval, the shift back to a vowel-like spectrum is generally equally abrupt.

Table 7
Consonants Nasals

IPA Symbol	Word Examples
m	Room, mother, mad, more
n	Now, nobody, knew, turn
ŋ	King, thing, song, swimming

5) Consonants Sounds: Approximants

Table 8
Consonants Approximants

IPA Symbol	Word Examples
r	Road, roses, river, ring, ride
j	Yellow, usual, tune, yesterday, yard
w	Wall, walk, wine, world
l and ɫ	Law, lots, leap, long, pill, cold, chill, melt

B. Concept of Error Analysis**1. Definition of Error Analysis**

Learning foreign language is different from learning mother tongue. That is why it is natural and inevitable when the students or language learners make error in learning foreign language. Error in foreign language teaching, especially in English, there are the cases which are difficult to avoid. Harmer stated that errors are parts of the students' interlingual that is the version of the language which a student has at any one stage of development.³⁷ Then, written Dulay also stated that errors are the flawed side of learner speech or writing.³⁸ According to the fact that the students can make errors and these errors can be observed led to a study of students' errors analysis.

To know errors which are made by students, it should be done an error analysis. There are several experts conveyed the concept of error analysis. One of them is H. Douglas Brown. He stated that error analysis is a branch of applied linguistics where teacher can observe, analyze, and classify errors that students made to reveal something of the system operating

³⁷ Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman, 2001), 100.

³⁸ Heidi Dulay et.al., *Language Two*, (New York: Oxford University Press, 1982), 138.

within the learner, led to a surge of study of learners' errors.³⁹ According to Rod Ellis, error analysis was one of the first methods used to investigate learner language. It achieved considerable popularity, replacing contractive analysis. Whereas Susan and Selinker explained that error analysis is a type of linguistic analysis that focuses on the errors learners make. While Carl James stated that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.⁴⁰

Based on the theories from the experts above, the researcher can draw a conclusion that error analysis is an activity to identify, classify and interpreted or describe the errors made by students or language learners and it is arranged to find out causes why they make errors.

2. Step in Error Analysis

In analyzing learners' errors, there are some steps which have to be followed. Many linguists have already discussed how to analyze students' errors in their book. Corder in Ellis' book, he suggested five steps in analyzing students' errors.⁹ They are:.

a. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collecting samples. The starting point in this step is the researcher should decide what samples of language learner to use for the analysis

³⁹ Nursahadah, *An Analysis on Students' Error in Using Personal Pronoun*, (2014), An Analysis Undergraduate Thesis on Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University, 7.

⁴⁰ *Ibid*, 8.

and how to collect these samples. The researcher should decide a number of students which is being sample for the research. Then, they are given regular examination in order to get the data.

b. Identification of Errors

After the samples have been collected, the errors have to be identified. In identifying the errors, the researcher must compare between the sentence produced by students and the correct sentence in the target language.

By comparing two sentences, it can be seen that the student produced an error in changing the verb in past sentence.

c. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they are described and classified into the types of errors. An alternative in classifying the errors is to use surface strategy taxonomy by Dulay, Burt, and Krashen.

d. Explanation of Errors

In this step, the researcher tries to explain why errors occur. The explanation is concerned with determining the source of the errors. As Taylor points out, the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

e. Evaluation of Errors

In this step, the researcher must decide the criteria of errors which are corrected because some errors can be considered more serious than others. The aim of evaluating errors is to distinguish which errors are corrected.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher examined the pronunciation errors using a qualitative research to analyze the students' pronunciation errors at the tenth grade of SMA Negeri 2 Metro. According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students.¹ It can be concluded that this qualitative research reveals this phenomenon from the perspective of distance education.

B. Data Resources

In this research the researcher divided the sources into two items. They are primary and secondary.

1. Primary sources

The main source is the original material on which the research is based. This is testimony and direct indication on the topic under consideration. This primary source presents information in its original form, not summarized or evaluated by researcher. The main sources of this research include recordings of students' pronunciation for use in the analysis of students' pronunciation errors. In addition, the main source of this research is the results of interviews with students to find out students' pronunciation errors. In addition, the source of this research is the result of

¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4 Ed* (New Delhi: Sage Publications, 2012), 16.

interviews with English teacher regarding students' miss pronunciation solutions.

2. Secondary sources

These are any data sources used to complete the main data. These are any data sources used to complete the main data. Secondary source offers understanding or analysis based on primary sources. They many explain primary sources and often use them to support a specific thesis or argument or to influence the student to accept a certain point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the process of testing the data, the research collected data from pronunciation errors. In the research, the researcher used three data collection techniques. There are observation, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.² In collecting the data of this research, the researcher made observations on the student's voice recording documents related to efforts to analyze the form of students' pronunciation errors. This observation was conducted directly at SMA Negeri 2 Metro. Researcher observed 10 students' English

² John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

assignments in the form of recorded documents related to speaking competence.

2. Documentation

Researcher who use qualitative and use the method of written documents in order to understand the understanding of the phenomena they are researching.³ In this study, researcher used documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are journals and diaries.⁴ Therefore, secondary data is needed as a source of data in the documentation.

Furthermore, the researcher collected research document data to support the research results consisting of school history documents, a profile of the school's organizational structure, the quantity of teachers and students and a sketch of the school location.

3. Interview

Interview is a conversation between two or more people and takes place between the source and the interviewer. In this research, the writer will use interview as a technique to collect data about errors in pronunciation of English words.

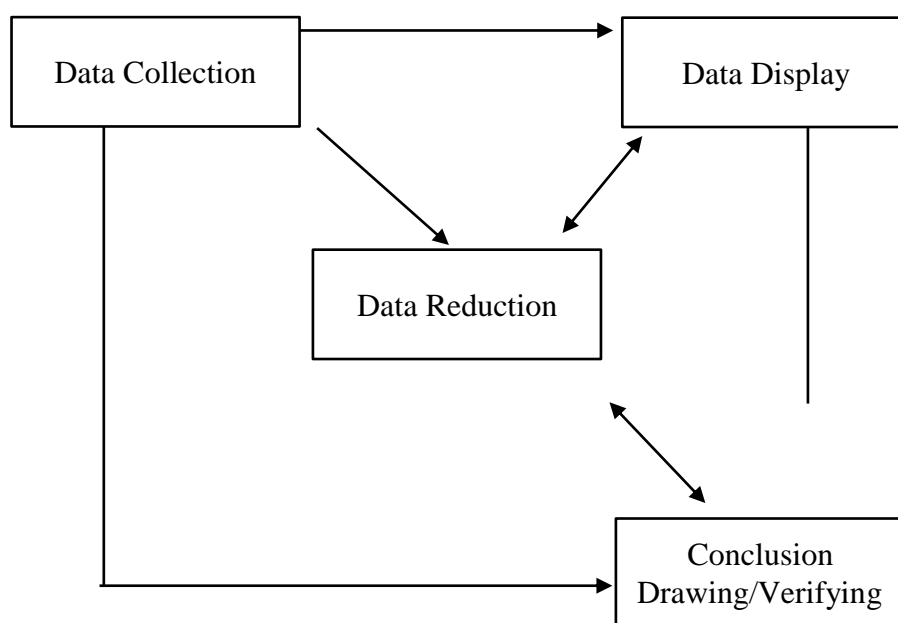
³ *Ibid*, 432.

⁴ *Ibid*, 180.

D. Data Analysis Technique

The researcher applied Miles and Huberman model to analyze the data.⁵ The components of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:

Figure 1
Miles and Huberman Data Analysis Technique



1. Data collection is one of the steps when a researcher collects all the data used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To be able to display data, researcher usually uses graphical data, images, or graphs. This view must be able to describe the content of all data.

⁵ Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12.

4. Lastly, the researcher verifies his research by making conclusion of data findings.

In analyzing the data, the first step that the researcher took to analyze was to collect data. Collecting research data by observing student assignment documents in the form of English voice recordings containing error pronunciation and conducting interviews to see the use of error pronunciation. After the data is found, the researcher perform data reduction by sorting and classifying important data in agreement with the research objectives. After sorting the data, the researcher displayed the data in narrative and table form. In the end, the researcher concluded whether the research results after answering the research objectives.

Therefore, it can show that data analysis has several functions in analyzing data including, making meaning to be complete data, to get significant results, describing several reports or being able to make generalizations, and can calculate parameters

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMA Negeri 2 Metro is one of the senior high schools located in Street, Yosorejo, East Metro, Metro City, Lampung Province. The school is supported by adequate educational facilities as well as a conducive learning environment that fosters students' academic development.

SMA Negeri 2 Metro was officially established based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0363/0/1991 dated June 20, 1991, under the name SMA Negeri Bantul, in accordance with the administrative designation at that time, when Metro Barat District was still known as Bantul District prior to regional autonomy. Subsequently, pursuant to the Decree of the Minister of National Education of the Republic of Indonesia No. 02/1993 dated June 20, 1993, the school was renamed SMA Negeri 2 Metro, a name it has retained to the present day.

a. Vision and Mission of SMA Negeri 2 Metro

1) Vision

"Spiritual, Intellectual, and Emotional Intelligence".

2) Mission

- a) To provide adequate educational facilities and foster the understanding and practice of religious values.

- b) To enhance the effectiveness of 21st-century learning that is enjoyable and challenging.
 - c) To cultivate and strengthen a positive culture among the school community.
 - d) To assist in identifying, guiding, and addressing students' problems as well as accelerating their interests and talents beyond senior high school.
 - e) To equip educators and educational staff with the four core competencies plus additional key skills.
 - f) To implement participatory management by involving the "*golden triangle*" (school, parents, and community).
 - g) To build and expand social networks.
- b. Students Data SMA Negeri 2 Metro

The quantities the students of SMA Negeri 2 Metro in the Academic Year of 2024/2025 are 962. The detailed information can be seen in the table below :

Table 9
Recapitulation of students in SMA Negeri 2 Metro

Grade	Male	Female	Total
XII	120	200	320
XI	106	215	321
X	110	211	321
Total	336	626	962

2. Description of Research Result

Before presenting the findings, it is important to explain the link between speaking skill and pronunciation errors. Speaking is not only

about producing sounds but also involves fluency, accuracy, and the ability to communicate meaning effectively. According to Brown, pronunciation in speaking requires both cognitive and motor processes, where learners must connect their mental representation of words with the correct articulation.¹

Pronunciation errors often appear in speaking because learners rely on their existing phonological knowledge, which is strongly influenced by their first language. Grabe and Stoller also emphasize that speaking activities help reveal pronunciation weaknesses as they require learners to produce words spontaneously in real-time communication.² In this research, students' pronunciation errors were identified through their speaking performance, allowing the researcher to analyze specific sound patterns that became problematic during oral expression.

a. The Types of Students' Pronunciation Errors in Speaking Skill

This study analyzed the types of students' pronunciation errors based on the Surface Strategy Taxonomy proposed by Dulay, which includes four types of learner errors: omission, addition, substitution, and ordering.³ From the analysis of 15 students who performed speaking tasks using an English recount text entitled "*B.J. Habibie*", three types of pronunciation errors were identified: omission, addition,

¹ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 3rd ed., Pearson Education, 2007.

² Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading*. Harlow: Pearson Education Longman, 2002.

³ Dulay, Heidi C., Marina K. Burt, and Stephen Krashen. *Language Two*. Oxford University Press, 1982.

and substitution. The fourth type, ordering, was not found in the data but will still be explained for clarity and completeness. The analysis focused on the segmental aspects of pronunciation, particularly the articulation of vowels and consonants.

Each type of error is explained below, accompanied by examples taken from the students' speaking performance of the "*B.J. Habibie*" recount text. These examples include the context sentence, the word being analyzed, the type of error, and the initials of the students who produced the error, as follows:

1) Substitution Errors

Substitution errors were the most frequent type found in this study. These errors occur when students replace the target English sound with another sound that is more familiar or easier to pronounce. Most substitution errors in this study appeared due to the influence of the students' first language (Bahasa Indonesia), limited exposure to native English pronunciation, or misinterpretation of spelling.

In this study, substitution errors were found in students' speaking performance, for example:

"And learn about science." The word *learn* (/lɜ:n/) was pronounced as /larn/ or /lern/ by (RB, FS, ZO, MA, CP), substituting the central vowel /ɜ:/ with /a/ or /ɛ/.

"He was a smart and curious boy." The word *curious*

(/'kʃʊə.ri.əs/) was pronounced as /ku.ri.os/ or /ku.ri.əs/ by (FS, SS, MA, NM, CP, RA, NZ, KA, ZO, SE, DA, SZ, RB, FJ, RS)—all 15 students—showing difficulty with the consonant cluster /kʃ/ and the rhotic /r/.

“*Habibie was known as a genius...*” The word *genius* (/ˈdʒiː.ni.əs/) was pronounced as /gi.ni.us/ by (DA, FS, SE, SS), with the voiced affricate /dʒ/ substituted by /g/.

“*And created important designs.*” The word *designs* (/diˈzainz/) was pronounced as /de.signs/ or /di.sains/ by (RA, SZ, FJ), replacing the /z/ sound with /s/.

“*He helped develop the country’s technology.*” The word *country* (/ˈkʌn.tri/) was pronounced as /kun.tri/ or /kan.tri/ by (NM, ZO, RB, KA, SS, RS), replacing the vowel /ʌ/ with /u/ or /a/.

These examples show that substitution errors involve both vowel and consonant replacements. A total of 90 substitution errors were identified, accounting for 78.26% of the total errors in this study. This high percentage highlights that substitution is the most dominant error in students’ speaking pronunciation, especially involving sounds that do not exist or are pronounced differently in Indonesian.

2) Omission Errors

Omission errors occur when students leave out certain necessary sounds in a word, such as final consonants or weak

vowels. These errors are common in English words that end with consonant clusters or include unstressed syllables. Examples of omission errors in speaking were found in:

“*He worked very hard...*” The word *worked* (/wɜ:kɪt/) was pronounced as /wɒk.ed/ or /wɜr.ked/, omitting the final /t/ sound. These errors were made by (FS, SS, MA, RS, NM, CP).

“*He passed away on September 11...*” The word *passed* (/pɑ:st/) was pronounced as /pas.d/ or /pas.t/ by (RA, NZ, KA, ZO), dropping the final consonant.

“*After graduated...*” The word *graduated* (/ˈgrædʒ.u.eɪ.tɪd/) was pronounced as /gra.du.a.ted/ by (SE, DA, NM), showing omission or alteration of syllables and vowel sounds.

“*He was a smart and curious boy.*” In the word *curious* (/ˈkjʊə.ri.əs/), some students omitted the schwa /ə/, producing /ku.ri.os/ (SZ, RB, MA).

These errors suggest students struggle with syllable complexity and unfamiliar phonemes in speaking. A total of 22 omission errors were recorded, which accounts for 19.13% of the total pronunciation errors.

3) Addition Errors

Addition errors involve inserting unnecessary sounds, usually vowels, into words that do not require them. These errors often happen when students attempt to simplify consonant clusters or

adjust word structure to fit Indonesian phonological patterns. For example:

“*When he returned to Indonesia...*” The word *returned* (/rɪ'tɜːnd/) was pronounced as /re.turn/, /ri.tern/, or /ri.tɜːnd/ by (SS, RB, NM, ZO). Here, extra vowel sounds were inserted to separate consonant clusters and create more familiar syllable patterns.

These additions may stem from students' tendency to adapt English words to the phonological system of their first language. Although less frequent, addition errors were still found in some instances. The total number of addition errors was 3, representing 2.61% of all errors.

4) Ordering Errors

Ordering errors occur when students reverse or change the sequence of sounds in a word, such as swapping consonants or misplacing vowels. These errors are common in longer or unfamiliar words, especially when learners try to guess pronunciation during speaking.

However, in this study no ordering errors were found in the students' speaking performance of the recount text. All identified errors belonged to omission, addition, or substitution. The absence of ordering errors suggests that students may be more focused on sound articulation than on syllable sequencing during speaking

activities. It may also indicate that the structure of the target words in the speaking task did not strongly encourage this type of error.

b. Factors Influencing Pronunciation Errors in Speaking Skill

In second language acquisition, pronunciation errors are not only caused by linguistic differences between the target language and the learners' first language, but also by several factors that affect learners' performance when producing spoken language. According to Brown, factors such as motivation, personality, attitude, and aptitude can influence how students experience and respond to pronunciation errors, particularly when they are engaged in speaking activities.⁴

To examine these factors, the researcher conducted interviews with 15 tenth graders students at SMA Negeri 2 Metro. The following sections describe how each factor contributed to the students' pronunciation errors in speaking English recount texts:

1) Motivation

Motivation is one of the most significant factors affecting language learning outcomes. Brown states that motivated learners are more likely to engage in regular practice, take initiative, and persist when facing challenges.⁵ In the context of speaking skill, motivated students tend to put more effort into correcting pronunciation errors, especially when they repeatedly mispronounce unfamiliar words or sounds.

⁴ Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4th ed., Longman, 2000.

⁵ *Ibid.*,

In this study, 7 students (SZ, NM, NZ, CP, MA, SE, and RA) identified motivation as the most influential factor contributing to their pronunciation errors in speaking. The interview responses showed that students were motivated to practice speaking English both at school and at home with the aim of reducing pronunciation errors and improving clarity. For example:

NZ said, *"I practice speaking to prepare for competitions and to become more fluent. It helps me recognize pronunciation errors."*

MA expressed, *"I try to pronounce correctly and confidently, especially words I often mispronounce."*

RA explained, *"I speak English regularly to get used to the sounds and reduce my pronunciation errors."*

NM said, *"My motivation to speak English fluently encourages me to repeat difficult words until I get them right."*

SE shared, *"I often practice at home using online tools to help reduce pronunciation errors."*

These responses show that motivation leads students to take concrete actions to overcome pronunciation errors in speaking, such as self-practice, repetition, and using digital resources.

2) Personality

Personality influences how students respond to challenges in language learning, including how they deal with pronunciation errors during speaking. Brown argue that students with confident

personalities are more willing to speak out, accept corrections, and address their pronunciation errors directly.⁶

In this study, 5 students (SS, FS, ZO, DA, and RB) stated that personality was the factor that most influenced their pronunciation errors in speaking. These students described how their confidence allowed them to persist even when making repeated pronunciation errors. For instance:

SS said, *"My personality gives me confidence to speak even when I know I might make pronunciation errors."*

FS shared, *"I often ask the teacher or friends to help me correct my pronunciation."*

ZO explained, *"I mark difficult words and practice them one by one at home."*

DA stated, *"Because I'm confident, I'm not afraid of speaking English, even if I make errors."*

RB said, *"I'm outgoing, so I feel comfortable receiving feedback about my pronunciation."*

These findings suggest that students with strong, open personalities are better able to confront and correct pronunciation errors during speaking activities.

⁶ *Ibid.*,

3) Attitude

Attitude refers to the students' mindset and willingness to persist through challenges, including when facing pronunciation errors. Brown highlights that a positive attitude encourages learners to keep trying even when progress is slow or mistakes occur frequently.⁷

In this study, 2 students (KA and FJ) described attitude as the factor that most influenced how they handled pronunciation errors in speaking.

KA stated, *"I keep trying and repeating hard words until I can pronounce them correctly."*

FJ explained, *"Even though I make a lot of pronunciation errors, I keep practicing because I want to improve."*

Although they may not have had the highest confidence or aptitude, their positive attitude contributed to gradual improvement and reduction of pronunciation errors in speaking.

4) Aptitude

Aptitude refers to a learner's natural ability to process and replicate language features, including the sounds of a second language. Lightbown and Spada note that learners with high aptitude often make fewer pronunciation errors and can improve

⁷ *Ibid.*,

more rapidly.⁸

In this study, 1 student (RS) stated that aptitude was the most influential factor in reducing his pronunciation errors in speaking.

RS said, "*I can pronounce English words easily after hearing them once or twice, so I rarely make pronunciation errors.*"

Although aptitude was the least mentioned factor, RS's experience shows that natural ability can reduce the occurrence of pronunciation errors even with minimal practice.

B. Discussion

This section discusses the findings of the research, which are divided into two main focuses: the types of students' pronunciation errors and the factors that contribute to these errors. The discussion connects the descriptive data from the results section with relevant linguistic theories and previous research to draw meaningful interpretations of the students' performance in speaking English recount texts.

The analysis of students' pronunciation errors was conducted based on their speaking performance using a recount text titled *B.J. Habibie*. The researcher focused on segmental features, especially errors involving vowels and consonants. The students' oral productions were examined and categorized using the Surface Strategy Taxonomy proposed by Dulay, which includes four types of errors: substitution, omission, addition, and ordering. However, in

⁸ Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 4th ed., Oxford University Press, 2013.

this study, only three types were found: substitution, omission, and addition. No ordering errors were identified.⁹

The analysis involved fifteen selected words from the recount text that were frequently mispronounced by students during speaking. The errors were then classified according to the type of mistake and the phoneme involved. The following table presents the detailed analysis of how each word was pronounced and what types of errors occurred:

Table 10
Pronunciation Errors in Vowels and Consonants

No	Word	Correct Pronunciation (IPA)	Students' Pronunciation (Based on Recording)	Substitution (Initials)	Omission (Initials)	Addition (Initials)	Total Students	Sound Type
1	Returned	/rɪ'tɜːnd/	/retarned/ /ritern/ /re.turn/	b, c, d, l	-	h, i, o	8	Vowel & Consonant
2	Develop	/dɪ'vel.əp/	/devalop/ /divelop/	a, b, g, i, j, n	-	-	6	Vowel & Consonant
3	Learn	/lɜːn/	/larn/ /lern/	a, b, d, e, h, k, m	-	-	7	Vowel
4	Worked	/wɜːkt/	/wok.ed/ /wokt/	b, d, f, g, h, j	a, c, e, i, k, l	-	12	Vowel & Consonant
5	Graduated	/'grædʒ.u.eɪ.tɪd/	/gradjuated/ /gra.du.a.ted/	d, g	i, k, l	-	5	Vowel & Consonant

⁹ Dulay, Heidi C., Marina K. Burt, and Stephen Krashen. *Language Two*. Oxford University Press, 1982.

6	Technology	/tek'nɒl.ə.dʒi/	/teknologi/	c, g, i, j, k, m, n, o	-	-	8	Vowel & Consonant
7	Curious	/'kjʊə.ri.əs/	/kurius/ /kurias/ /kurius/	a, b, c, d, e, f, g, h	i, j, k, l, m, n, o	-	15	Vowel & Consonant
8	Airplane	/'eə.pleɪn/	/erplen/ /airplin/	b, e, i, m	-	-	4	Vowel & Consonant
9	Designs	/dɪ'zainz/	/dɪ.sains/ /dizans/	c, d, i, k, n	-	-	5	Consonant
10	Passed	/pɑːst/	/pas.d/ /pæs.t/ /past/	a, b, c, f, g, j	d, e, h, i, k, l	-	10	Vowel & Consonant
11	Created	/kri'eɪ.tɪd/	/kret.ed/ /krietid/	c, d, e, h, i, j, k, l, m, n, o	-	-	11	Vowel & Consonant
12	Genius	/'dʒiː.ni.əs/	/jenius/ /dʒɪnias/	o, j, l	-	-	3	Vowel & Consonant
13	Inspiration	/ɪn.spə'reɪ.ʃən/	/ɪnspirasen/ /ɪnspɛrɛsɪən/	a, e, k, n	-	-	4	Vowel & Consonant
14	Scientist	/saɪə.n.tɪst/	/sain.test/ /sayen.tis/	a, b, c, d, g, i, j, k, l, m, n	-	-	11	Vowel & Consonant
15	Country	/kʌn.tri/	/kuntri/ /kantri/ /kountri/	d, g, i, j, k	-	-	5	Vowel & Consonant

Based on table, it is evident that students encountered significant difficulty with vowel sounds such as /ɜː/, /ɑː/, and /ʌ/, as well as consonant sounds like /dʒ/, /θ/, and /z/. These phonemes are either absent or uncommon in Bahasa Indonesia, which contributes to students' challenges in pronouncing them accurately. Most errors involved segmental features, supporting the notion that phonological differences between English and Indonesian are a primary factor in pronunciation difficulties.

After analyzing the students' spoken performance and identifying the initials of those who made each type of error, the researcher summarized the frequency of each error type. This reclassification provides a clearer overview of the dominant error types produced by the students in speaking tasks.

Table 11
Finding on Error Types

No	Error Type	Frequency	Percentage
1	Substitution	90	78.26%
2	Omission	22	19.13%
3	Addition	3	2.61%
4	Ordering	0	0
Total		115	100%

This table demonstrates that the most common type of error made by students in speaking skill was substitution, representing 78.26% of all errors. This means students frequently replaced difficult or unfamiliar English phonemes with sounds from their native language. Omission errors, making up 19.13%, often involved the dropping of consonants at the end of words, especially in clusters. Meanwhile, addition errors, though rare (2.61%), involved inserting extra vowel sounds to ease pronunciation, usually in polysyllabic words.

These findings align with the Surface Strategy Taxonomy, which explains that learners often modify linguistic forms to match their existing phonological framework. The data reflect a strong tendency among students to adapt English sounds using Indonesian phonetic patterns, especially when faced with complex or unfamiliar phonemes.

In addition to the error types, the research also examined the factors that influenced pronunciation performance in speaking skill, based on interviews with 15 students. The analysis identified four key factors: motivation, personality, attitude, and aptitude. These align with theories proposed by Brown, who emphasize the importance of affective and psychological variables in second language acquisition.¹⁰

Motivation emerged as the most dominant factor, reported by 7 students (46.7%). These learners showed strong interest in improving their pronunciation and actively practiced using tools such as digital dictionaries and pronunciation apps. Personality, especially self-confidence, was mentioned by 5 students (33.3%). These students were not afraid to make mistakes, viewing errors as part of the learning process. According to Ellis, such traits positively affect language use and classroom engagement.¹¹

Attitude was highlighted by 2 students (13.3%), reflecting persistence and consistency in dealing with pronunciation challenges. These learners repeatedly practiced difficult words until they improved. Aptitude was mentioned by only 1 student (6.7%), referring to a natural ability to mimic and recall sounds after minimal exposure.

The following table summarizes students' responses regarding the internal factors that influence their pronunciation performance in speaking skill:

¹⁰ Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4th ed., Longman, 2000.

¹¹ Ellis, Rod. *The Study of Second Language Acquisition*. Oxford University Press, 1994.

Table 12
Summary of Students Responses

Factor	Number of Students	Percentage
Motivation	7	46.7%
Personality	5	33.3%
Attitude	2	13.3%
Aptitude	1	6.7%

Based on the data, it was found that the tenth-grade students of SMA Negeri 2 Metro encountered several types of pronunciation errors, particularly in the pronunciation of certain vowel and consonant sounds, incorrect placement of word stress, and inappropriate use of English intonation patterns. Most of these errors were influenced by the students' mother tongue interference and the lack of consistent exposure to and imitation of native English pronunciation.

In addition, motivation appeared as the most dominant factor contributing to students' efforts in improving their pronunciation. Highly motivated students tended to practice more actively, pay closer attention to their pronunciation mistakes, and utilize various learning resources such as online dictionaries or language learning applications to enhance their speaking ability. Personality also played a significant role, as confident students were more willing to take risks and continue speaking even when making pronunciation errors. A positive attitude helped students remain consistent in practice and overcome challenges, while aptitude provided some learners with a natural advantage in acquiring accurate pronunciation more effectively.

As for the solutions to the pronunciation errors faced by the students, teachers are encouraged to provide explicit phonetic instruction, including

listening and repetition drills, the use of authentic audio models from native speakers, and self-evaluation activities such as recording students' voices for reflection. Furthermore, teachers should foster motivation and self-confidence among learners so that they are not afraid to make mistakes and can continue improving through regular practice. By combining technical approaches with psychological support, students' pronunciation competence can gradually improve.

These findings support the theoretical view that motivation, learner characteristics, and appropriate instructional strategies play a crucial role in the development of second language pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In Based on the findings and discussion in the previous chapter, this study draws the following conclusions:

1. The tenth graders students of SMA Negeri 2 Metro made various pronunciation errors while performing speaking activities. The most common error type was substitution (78.26%), followed by omission (19.13%), and addition (2.61%), while no ordering errors were found. Substitution errors occurred when students replaced difficult English phonemes with familiar ones from their native language, such as replacing /ɜ:/ with /a/ or /ɛ/, or /dʒ/ with /g/. Omission errors were often found in final consonant clusters, such as /kt/ in the word *worked*. Addition errors involved inserting extra vowel sounds. These patterns reflect the influence of the students' first language (Bahasa Indonesia) and a lack of familiarity with English phonological structures.
2. The factors contributing to students' pronunciation errors in speaking skill were motivation, personality, attitude, and aptitude. Among these, motivation was identified as the most dominant factor (46.7%), followed by personality (33.3%), attitude (13.3%), and aptitude (6.7%). Motivated students showed greater effort in practicing pronunciation, such as engaging in frequent speaking practice and using digital tools like online dictionaries. Confident students (personality factor) were more likely to

take risks when speaking. These findings highlight that affective and individual factors significantly influence pronunciation performance in English as a Foreign Language (EFL) learners.

B. Suggestion

Through this research, the researcher would like to constructively give the following suggestions:

1. For the Students

Students are encouraged to practice speaking English regularly, especially by focusing on accurate pronunciation of challenging sounds. They should utilize online resources such as digital dictionaries with IPA and pronunciation guides, record their voice to compare with native pronunciation, and ask teachers or peers for feedback. Maintaining strong motivation and a positive attitude will support their progress in reducing pronunciation errors.

2. For English Teachers

Teachers should provide more opportunities for students to engage in speaking activities that highlight pronunciation practice. Attention should be given to commonly mispronounced sounds, particularly vowels and consonants that differ from Bahasa Indonesia. Teachers are encouraged to provide immediate corrective feedback and create a supportive classroom environment to reduce students' anxiety and build their confidence when speaking English.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies focusing not only on segmental features (vowels and consonants) but also on suprasegmental features such as stress, intonation, and rhythm in speaking skill. Comparative studies across different grades, schools, or learner backgrounds may also provide deeper insights into the development of pronunciation skills over time.

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APPENDIXES



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0259/In.28.1/J/IL.00/09/2025
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **MUHAMAD FAISAL AL GHIFARI**
NPM : 2001051024
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL
SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 September 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-0308/In.28/D.1/TL.00/09/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0307/In.28/D.1/TL.01/09/2025, tanggal 15 September 2025 atas nama saudara:

Nama : **MUHAMAD FAISAL AL GHIFARI**
NPM : 2001051024
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 2 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 September 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
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SURAT TUGAS

Nomor: B-0307/In.28/D.1/TL.01/09/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : MUHAMAD FAISAL AL GHIFARI
NPM : 2001051024
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 September 2025



Wakil Dekan Akademik dan Kelembagaan,



Dr. Tubagus Ali Rachman Puja
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Dasar : Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan, tanggal 15 September 2025, nomor : B-0308/In.28/D.1/TL.00/09/2025, perihal **IZIN RESEARCH**

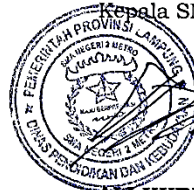
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Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL SPOKEN BY THE TENTH GRADERS OF SMA NEGERI 2 METRO

Telah melaksanakan research di SMA Negeri 2 Metro, tanggal 18 s.d. 22 September 2025. Sebagai salah satu syarat menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 22 September 2025
Kepala SMA Negeri 2 Metro



ALI KURNIAWAN, S.HI., M.Pd
NIP. 19860211 201101 1 002



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Program Studi : TBI

NPM : 2001051024

Semester / TA : XI/2025

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	Monday 11/8 2025	- costumer observasi yang diarahkan berdasarkan indikator yang diarahkan dan kondisi ketika pembelajaran - Documentation hasil jilid buku dan apa saja yang akan diarahkan - costumer yang diarahkan dengan petemuan wawancara	
	Rabu 20/8 2025	- aspek penulisan hasil seminar dengan indikator / rubric scoring	
	Kamis 21/8 2025	ACC for costumer	

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Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd.
NIDN. 0207021301



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NPM : 2001051024

Program Studi : TBI
Semester : XI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Hardy 9/2025 /9	- theory you have in chapter II must be used in chapter IV - Research questions must be answer on chapter IV. if there are 2 answer there should be 2 answers and explanation	
	under 18/25 /5	- Never use and note for graph - use only footnote complete with the same width on the both of the page	
	Aras 30/25 /5	- the analysis and data description must be about kinds of program evaluation errors - factors that cause student error - solution	

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NPM : 2001051024

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	Thursday 5/10/2015	- ACC for chapter I - V - Undergraduate thesis is ready to be examined - Complete it with abstract and appendix	

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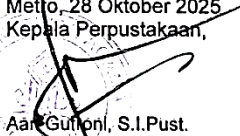
Nama : MUHAMAD FAISAL AL GHIFARI
NPM : 2001051024
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NPM : 2001051024
Prodi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF PRONUNCIATION ERRORS IN SPEAKING SKILL SPOKEN BY THE TENTH GRADES OF SMA NEGERI 2 METRO

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 24 November 2025

Ketua Prodi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

AN UNDERGRADUATE THESIS
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SPEAKING SKILL SPOKEN BY
THE TENTH GRADERS OF SMA
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by Muhammad Faisal Al Ghifari



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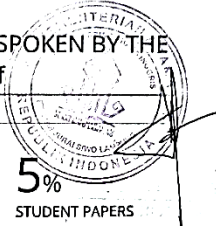
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CURRICULUM VITAE



Muhamad Faisal Al Ghifari was born in Tempuran 12A on June 5, 2001. He is the first child of Mr. Rahmad and Mrs. Nuning. Growing up in a supportive family environment, he was raised alongside his three younger siblings: Muhamad Faid Al Ghozi, Firyal Aisyah Kartini, and Muhamad Fata Al Ghazali. Being the eldest, he has always carried a strong sense of responsibility, which has shaped his character and motivation throughout his educational journey.

He began his formal education at SD Negeri 2 Tempuran, where he developed his early academic interests and foundational learning skills. After completing elementary school, he continued his studies at SMP Negeri 9 Metro and successfully graduated in 2016. During his junior high school years, he actively participated in various school activities that enriched his academic and social experiences.

In 2019, he graduated from SMA Negeri 2 Metro. His time in senior high school further strengthened his passion for learning, particularly in the field of language. This interest eventually led him to pursue higher education in English.

In 2020, he enrolled at UIN Jurai Siwo Lampung, majoring in English Education. Throughout his study, he developed a deeper understanding of linguistics, teaching methodologies, and English language skills. He also engaged in various academic and organizational activities that supported his personal and professional growth.